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ANNUAL REPORT
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THE GOVERNMENT OF THE PHILIPPINE ISLANDS
DEPARTMENT OF PUBLIC INSTRUCTION
BUREAU OF EDUCATION

TWENTY-FIFTH ANNUAL REPORT OF THE DIRECTOR OF EDUCATION

JANUARY 1, 1924, TO DECEMBER 31, 1924

MANILA
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LETTER OF TRANSMITTAL

THE GOVERNMENT OF THE PHILIPPINE ISLANDS
DEPARTMENT OF PUBLIC INSTRUCTION
BUREAU OF EDUCATION

MANILA, *March 2, 1925*

The Honorable
The SECRETARY OF PUBLIC INSTRUCTION
Manila, P. I.

SIR: In compliance with the requirements of law, I have the honor to submit herewith the Twenty-fifth Annual Report of the Director of Education which covers the calendar year 1924.

Very respectfully,

Luther B Bewley

Director of Education

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TWENTY-FIFTH ANNUAL REPORT OF THE DIRECTOR OF EDUCATION

INTRODUCTORY STATEMENT

Present Condition of School System

From a financial standpoint, the public-school situation in the Philippines, differed very little in 1924 from that reported for 1922 and 1923. The scarcity of funds continued, and whatever improvement in school administration and teaching was made was effected without the aid of increased appropriations. Such improvement is slow, and has certain limits. Plans matured long since for more efficient school work have of necessity been suspended until such time as larger appropriations are made available.

Difficulty of Measuring the Results of Educative Processes

During recent years there has been throughout the United States a tendency on the part of progressive leaders to express dissatisfaction with the results of public-school teaching. This reveals, in many respects, a healthy interest in the work of these schools and a keen desire to raise the standard of their achievements. The difficulty is, however, that the results of educative processes cannot be measured as accurately or as quickly as can the results of engineering practice, for example. Whereas the strength of a bridge or of a building can be determined with a fair degree of accuracy and speed, the results of changes in educational methods and curriculums cannot be as surely gauged, even after many years of trial. On the one hand, in the case of engineering, we deal with more or less fixed rules governing the forces of nature; on the other, we are dealing with the most variable material possible—the minds of growing children.

The Reason for Conservatism in Public-School Systems

The general practice in public-school systems is to permit no radical changes until they are fairly convincingly proved by trial, and, since the results of such trials are rarely, if ever, conclusive until the passing of years has confirmed the first impressions, it follows that most public-school systems are open to the reproach of being ultra-conservative. Were they not conservative, they might be led astray by any new theory presented as a panacea for educational ills.

Public-school administrators in general willingly admit that somewhere in the educational system there is something wrong. The main difficulty is that there is no unanimity as to what is wrong and as to what should be done to bring about the desired improvement. The State Commissioner of Education of Maine, in his biennial report for 1922–24, summarizing the results accomplished in the one hundred and four years in which Maine had been building up its state system of schools, says: "Notwithstanding these one hundred years, we are even yet a fragmentary, patchy, loosely put up, in many ways irrelevant, imperfect, and inefficient system, but not more so than is found in practically all the other states of the union . . . . we were all pioneers in an intangible science. Those who attempted to lead were like discoverers on a trackless sea, explorers over vast areas of uncharted prairies, scanning the horizon for peaks of lofty hills."

Educators Groping in the Dark

Since opinions expressed as to what should be done to improve the Philippine public schools show a wide disparity, this Bureau has constantly endeavored, since 1920, to have the situation clarified by means of an educational survey such as modern school systems in the United States have used with success in recent years.

Requests for a Philippine Educational Survey

During 1924, the Legislature, at the suggestion of this Bureau and of the Department of Public Instruction, finally appropriated money for such a survey. Since at the time of this writing the work is actually in progress, recommendations fundamentally affecting the educational system will not be made until the report of the survey commission has been formulated.

Survey Authorized

ADMINISTRATION

The administration of the public schools is in the hands of the Director of Education, who is directly responsible to the Secretary of Public Instruction. The Director of Education is appointed by the Governor-General, with the approval of the Senate. In the main, his powers and duties are prescribed in section 910 of the Administrative Code. They are as follows:

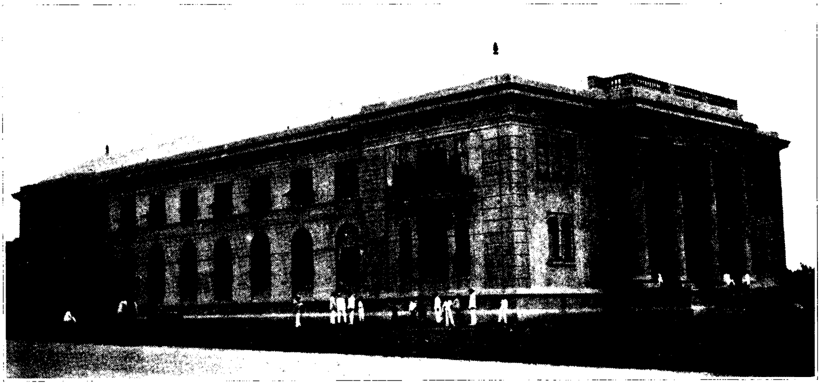
The Director of Education

(*a*) He shall establish primary schools in every town in the Islands, where practicable.

(*b*) He shall have authority to establish night schools.

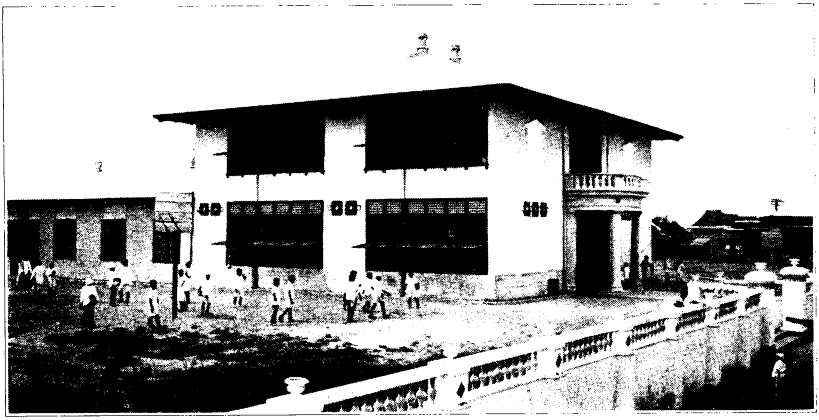
(*c*) He shall fix the salaries of teachers within the limits established by law.

(*d*) He shall fix the curricula for all public schools under his jurisdiction.

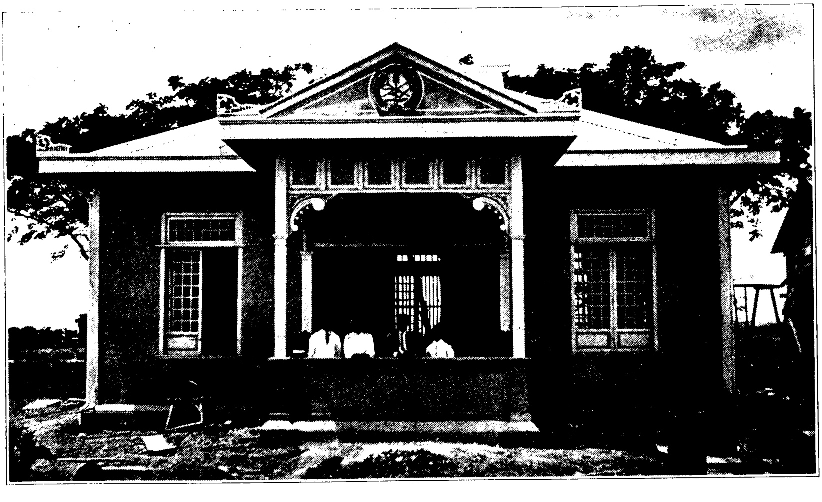


Cebu Normal School, side view, Cebu, Cebu.

Marcelo H. del Pilar Memorial School, Bulacan.



Rizal Elementary School, Manila.



New post office and students' bank building, Muñoz, Nueva Ecija.

(*e*) He shall prescribe the authority to be exercised by the principal teacher of each school over the other teachers, if any, and his duties as teacher actually engaged in the work of instruction and in caring for the schoolhouse and school property.

(*f*) He shall approve plans for the construction of schoolhouses to be built by the municipalities or provinces, and shall fix the amount of land required in each case.

(*g*) He shall prescribe rules of hygiene to be observed in connection with the schools of the Islands.

(*h*) He shall have power to determine the towns in which teachers, to be paid out of the Insular Treasury, shall teach; and he may exercise this discretion in favor of those towns which shall construct and maintain suitable schoolhouses by local taxation or contributions.

(*i*) He shall maintain, in Manila or elsewhere in the Philippine Islands, classes to furnish superior instruction to teachers, as may be by law allowed or required.

The Assistant Director of Education

The Director of Education has one assistant known as the Assistant Director of Education. The Assistant Director—appointed, as is the Director, by the Governor-General with the consent of the Senate—confers with the Director on the major policies of the Bureau, inspects schools, and is usually placed in charge of the Bureau in the absence of the Director.

General-Office Division Chiefs

The Director is also assisted in the General Office by six chiefs of division known, respectively, as Chief of the Academic Division, Chief of the Industrial Division, Chief of the Accounting Division, Chief of the Property Division, Chief of the Records Division, and Chief of the Buildings Division. The last-named division has been discontinued temporarily, if not permanently.

Division Superintendents

In the field, the Director of Education is represented by 54 division superintendents, 49 of whom are in charge of school divisions, 4 in charge of Insular schools, and 1 in charge of a provincial school. A school division includes the same territory as a province. The City of Manila is considered as one division. The division superintendents are appointed by the Director of Education, to whom they are directly responsible. In the administration of schools in the provinces, the powers and duties of the Director of Education are to a great extent delegated to the division superintendents. Section 917 of the Administrative Code specifies the following powers and duties of the division superintendent:

(*a*) He shall exercise a general superintendence over the schools and school interests in his division.

(*b*) He shall examine the schoolhouses occupied for public instruction within his division with a view to determining their suitableness and hygienic condition.

(*c*) He shall appoint municipal school-teachers to serve in the schools within his division and shall fix their salaries from year to year, within the limits of the funds appropriated by the municipal council.

(*d*) He shall make himself familiar with the supplies and textbooks needed in each school in his division and shall make report of the same at as early a date as possible to the Director of Education, who may furnish the supplies needed.

(*e*) He shall see to it by personal visits and by requiring reports from the principal teacher of each school that the curriculum for primary and secondary schools prescribed by the Director of Education is complied with.

(*f*) He shall have control over the uses of the provincial and municipal school buildings; and their use for other purposes than such as are incident to the conduct of the public schools shall be subject to his approval or the approval of his representative.

The superintendent of the city schools of Manila shall exercise similar powers and be subject to similar duties as regards the city schools.

The School District

Each division is further divided into a number of school districts. The school district may comprise one or more municipalities each of which usually has one central school and one or more barrio schools. Since each municipality is independent of any other in its finances, the municipality may probably be considered as the smallest administrative unit in the school system.

Supervising Teachers

The administration of the schools in a municipality is in the hands of the supervising teacher of the district of which the municipality is a part. Supervising teachers are appointed by the Director of Education, usually upon the recommendation of the division superintendent to whom they are directly responsible. The supervising teacher thus represents the division superintendent in the same manner in which the latter represents the Director of Education. The supervising teacher is aided in his administrative work by the principals of the different schools in the municipality.

Advantages of the Present Administrative System

Such is the organization of the public-school system in the Philippines and it is believed that this organization has produced excellent results. It has all the advantages of centralization which furthers unified, systematic, and rapid progress, and at the same time it encourages individual initiative and affords an opportunity to each member of the organization to offer constructive criticism and suggestion for the improvement of the schools. Courses of study are prepared and issued by the General Office only after opinions of teachers, principals, supervisors, and superintendents have been secured. Textbooks are recommended for adoption and major policies are formulated by the Director of Education only after the counsel and opinions of those in the field have been considered. Resolutions and recommendations adopted at teachers' meetings, normal institutes, and vacation assemblies are carefully studied and considered by the Directorate with a view to obtaining the best possible advice relative to the administration of the schools.

THE SUPERVISION OF INSTRUCTION AND THE TRAINING OF TEACHERS IN THE SERVICE

The Importance of Supervision in Our System

Our present scheme of supervision is the outgrowth of many years' experience with a teaching corps containing a large percentage of teachers of comparatively low attainments. Since many of these teachers enter the service inadequately prepared, it is only by careful and sympathetic supervision that they may be fitted to compare favorably in accomplishments with teachers of higher attainments and greater professional preparation in public-school systems elsewhere. The school system has, therefore, each year planned to increase the amount and quality of supervision. Experience gained during past years has led to the introduction of such measures as will result in the academic and professional development of inexperienced and unprepared teachers after they have actually begun teaching.

The Plan of Supervision

The direct plan of providing supervisory authority and responsibility extends from the Director of Education (often through the personnel of the General Office to the classroom teachers, through superintendents, through supervisors, and through principals. It is recognized in the Philippine public-school system that supervision is one of the principal duties of school officials.

Supervision by the General Office

Those engaged in supervision are the Director, who was on leave from August, 1924, to the end of this year, the Assistant Director, the Assistant to the Director, the Chief of the Academic Division with the coöperation of the personnel of this division, the Chief of the Industrial Division, and the Superintendent of Agricultural Instruction. Since the Chief of the Industrial Division was on leave of absence throughout the year, the Superintendent of Agricultural Instruction was detailed to take charge of industrial work.

To provide another supervisory official, one superintendent from the field was sent on special inspection trips to certain provinces.

Local Supervision in the Field

In the field, the supervisory force consists of division superintendents, division supervisors, supervising teachers, and principals of schools. Notwithstanding the fact that the work of a division superintendent involves many administrative duties, this official spends considerable time in the classrooms, especially with teachers in isolated barrio schools. Together with the academic supervisor, the industrial supervisor, and, in some divisions, the supervisor of health and hygiene, he is able to give each teacher within his jurisdiction helpful supervision several times during a school year. Under each division superintendent of a province are supervising teachers who attend to matters of school administration in certain municipalities and supervise the work of teachers in a specific section of the province.

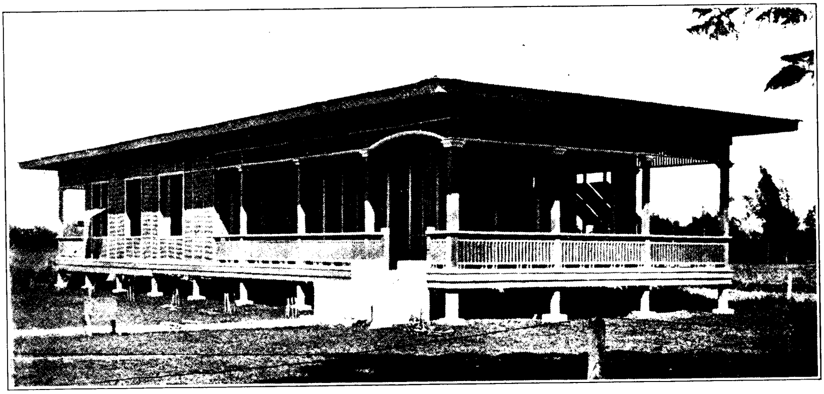
Opportunities for Professional Improvement of Teachers

Teachers are encouraged to participate in activities which will give them the greatest possible benefits from the suggestions of different supervisory officials under whom they work. By means of model classes, visiting days, teachers' meetings, courses in professional reading, annual normal institutes, etc., the teachers are given intensive supervision and assistance in matters connected with the proper performance of their school duties.

Opportunities for Educational Improvement of Teachers

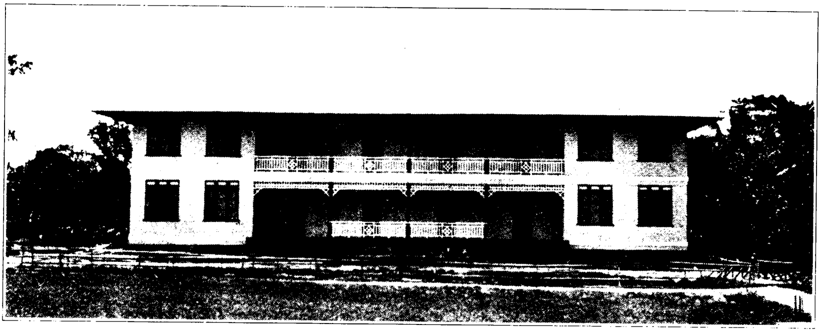
Besides being assisted in the improvement of their professional technique, classroom teachers of low attainments, and to a certain extent supervisory officials, are encouraged to continue the academic education which was often cut short with the entrance into teaching as a career. By means of home study and instruction in Saturday classes, they often prepare themselves for the final secondary examinations in one or two subjects a year. Of even more benefit in this connection are the regular secondary classes conducted for teachers during the Baguio Vacation Assembly for a period of five weeks, the successful completion of the work of which entitles the candidate to one full semester's credit in the subject or subjects studied. This Baguio vacation course enables teachers to increase their attainments year by year without neglecting their work of teaching, and at the same time affords them an opportunity to spend several weeks in the healthiest and most invigorating climate in the Islands.

The problem of the teachers of low attainments, who have been long in the service, is one that will probably remain with us

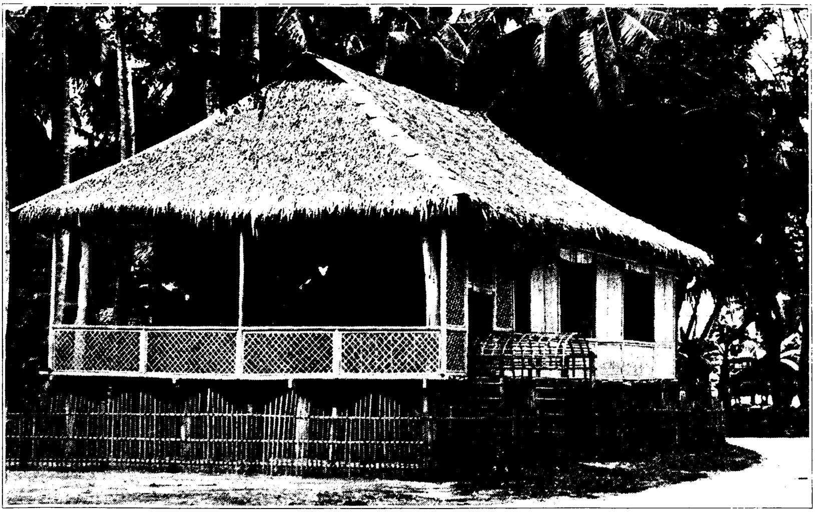


Domestic-science building, Villasis, Pangasinan.

Domestic-science building, Cuyo, Palawan.



Two-story eight-room building, Lilio, Laguna.



A domestic-science building in Dauis, Bohol, constructed through funds given as voluntary contributions.

for some time to come. These teachers have spent their best years in a profession which they chose years ago when their attainments were as great as, and sometimes above, the average for the whole teaching force of that time. Many of them rendered yeoman service during the critical formative period of the Bureau. Now, since we have available for teaching material candidates of much higher scholastic training than most of the older teachers, there is a feeling on the part of many that the public is entitled to the services of teachers of the highest possible attainments, irrespective of any obligation on our part toward teachers of long service. Attempts to solve this problem have included the professional and general educational advancement of the older teachers through opportunities for study while in the service; transfers from more to less responsible positions without reduction of salary; and (in the case of some teachers of very long service) retirement on life pension. Those who have been found incapable of professional growth have in some cases been replaced, but in general such consideration as is consistent with school efficiency has been accorded them. It might be stated in passing that not a few of these older teachers have, by long years of experience and study, acquired an education not always equaled by the inexperienced college graduate.

Teachers of Low Attainments Long in the Service

Since so much of the success of our school system depends upon the quality of the supervision, considerable attention has been given to the improvement of the work of the various supervisory officials in their specialized assignments. Within each province, conferences of supervisory officials are held from time to time; and outside of each province, such officials are afforded opportunities to attend the annual conferences held in Baguio for superintendents, academic supervisors, industrial supervisors, and principals of high schools, and occasionally to inspect the school work of neighboring divisions. The Philippine Normal School has a course for the training of supervising teachers and principals, and the College of Education of the University of the Philippines holds a summer session in Baguio for supervisors and teachers.

Opportunities for Professional Improvement of Supervisors

Each year the number of supervising teachers has been increased, and the average area of the districts decreased. Since this action has been necessary primarily because of increased enrolment, it has had little effect on the average number of teachers and pupils under the jurisdiction of each supervising teacher. The efficiency of supervision would be immeasurably increased were these supervising districts still further restricted in size, and each supervisor held responsible for only forty or fifty teachers. Because this is at present impossible on account of lack of appropriations, in certain sections of the Philippines it is still necessary to maintain supervising districts of such large areas that merely covering their territory requires considerable time and energy. It is not infrequently the case that the inadequate transportation facilities, the almost impassable roads, and the great distances between schools oblige the supervising teacher to consume more time in travel than in actual supervisory work in the classroom.

Supervising Districts Too Large

Progress in supervision is in direct proportion to the appropriations available for traveling expenses of the supervisory force. Unless a liberal appropriation is available for this purpose, the supervisory force must of necessity limit the number of visits to schools in order to keep within approved allotments of travel funds. During the past year there has been a constant demand from the field for increased travel allowances. The motor transportation which was until recent years furnished by the Bureau to the superintendents of provinces where this type of transportation could be used to advantage, was withdrawn in 1922 because of the elimination of this part of the regular appropriations from the annual Insular budget. Provinces are now being urged to furnish motor transportation to division superintendents in the same way that it is provided for other Insular officials as, for example, district engineers and district health officers. Several provinces have already done this.

Increased Appropriations for Travel Expenses Necessary

THE TEACHING CORPS

In August, 1924, there were 26,242 teachers on duty in the public schools. The following table shows the number of teachers—American, Filipino Insular, Filipino provincial, and Filipino municipal, exclusive of the division superintendents—then in the service:

Number of Teachers on Duty

Teachers	Men	Women	Total
American	124	189	313
Filipino Insular	1,261	336	1,597
Filipino provincial	327	91	418
Filipino municipal	13,777	10,137	23,914
Total	15,489	10,753	26,242

Scarcity of American Teachers

Owing to the small number of American teachers available, it has been the policy of this Office during the past few years to assign American teachers to high schools as teachers of English only. Each American high-school teacher, except the principal, is given a full assignment of six English classes. The principal teaches some classes, the number depending upon the size of the school. Deducting, from the total number given in the table above, the number of American teachers who were not actually engaged in classroom teaching and those who were teaching classes other than secondary, and making the necessary allowance for those who are high-school principals and who, on the average, teach only two periods a day, we may say that there were approximately 222 American teachers in the service carrying a full assignment of six classes. Therefore, approximately 1,332 English classes were conducted by American teachers, whereas our records show that last year there were approximately 1,646 English classes in the secondary schools. It is, therefore, evident that about 314 English classes in the high schools could not have been taught by Americans.

More Teachers of Secondary English Needed

The condition noted above made it necessary to assign some of our best-qualified Filipino teachers to teach a number of the English classes. However, we do not have enough Filipino teachers capable of teaching secondary English to assign to the surplus English classes for which no American teachers are available. It appears, therefore, that we should either increase the number of American teachers now on duty in the high schools, or take definite steps to inaugurate the training of a corps of Filipino teachers competent to teach English in the high schools.

Filipino Insular Teachers

Filipino Insular teachers are assigned for the most part as division academic supervisors, as division industrial supervisors, as supervising teachers, as principals of elementary schools, or as classroom teachers in the high schools. There are not sufficient Insular positions at present provided by the Legislature to enable this Bureau to assign an Insular teacher to the principalship of every central school. Although such a position is very important, few municipalities are able to offer a salary sufficiently attractive to secure the services of a well-qualified principal. The only remedy, therefore, is to assign Insular teachers to these positions. If this is done, it will be necessary either to have the number of Insular teachers provided by the Legislature increased, or to withdraw a number of the Insular positions at present filled by teachers assigned to the high schools.

Filipino Provincial Teachers

Provincial teachers are for the most part assigned to teach in high schools, agricultural schools, and trade schools. Their number is entirely inadequate and, if the plan of withdrawing some of the Insular positions from the secondary schools, as stated in the preceding paragraph, is carried out, it will be necessary for the provinces to provide in the future many more teachers than at present.

Filipino Municipal Teachers

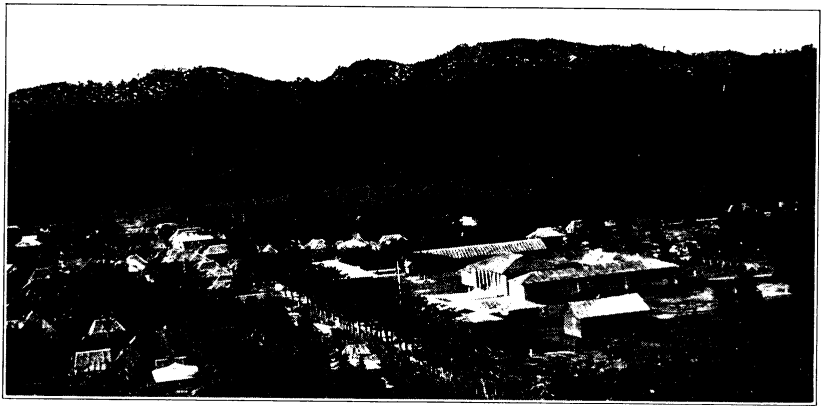
Municipal teachers are, with very few exceptions, assigned to elementary schools. Whereas their number is considered fairly adequate in proportion to the number of elementary classes now in operation, their classes are too large, and it has also been difficult in some cases to secure qualified women teachers for the first and second grades of barrio schools.

The following table shows, for August 1, 1924, the academic attainments of Filipino teachers in the elementary and the secondary schools:

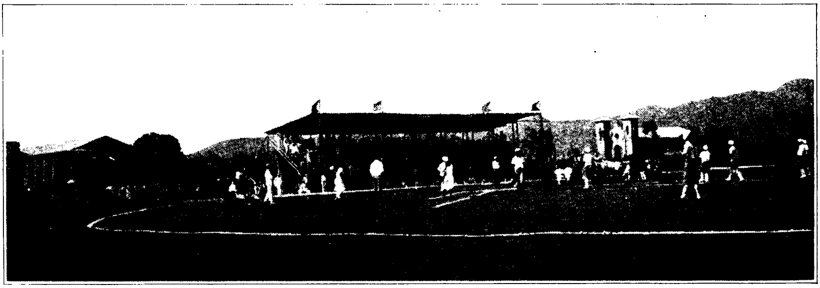
Designation	Completed								Total
	First Year High School or Less	Second Year High School	Third Year High School	Fourth Year High School	One Year Above High School	Two Years Above High School	Three Years Above High School	Four or More Years Above High School	
Elementary teachers (municipal)	14,808	3,191	939	4,170	582	83	83	58	23,914
Elementary teachers (Insular)	107	55	16	60	183	15	4	2	442
Secondary teachers (provincial)	4	2	3	43	53	35	55	81	276
Secondary Filipino teachers (Insular)	33	37	7	39	160	24	83	200	583
Total	14,952	3,285	965	4,312	978	157	225	341	25,215

Standard Attainments for Elementary Teachers

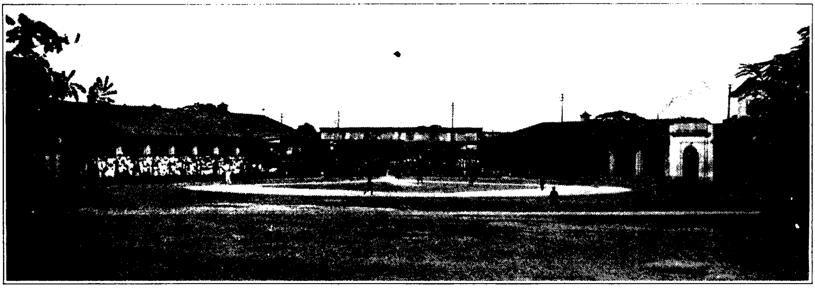
In many states of the United States the minimum requirement for elementary teachers is the completion of a high-school course with two additional years of professional training. In the Philippines, our desired minimum standard of attainments for elementary teachers has been either (1) graduation from the Philippine Normal School, which is equivalent to one year more than the four-year high-school course, or (2) graduation from a provincial normal course, which is equivalent to the regular four-year high-school course. From the table given above, it will be seen that very few of our municipal teachers—constituting practically



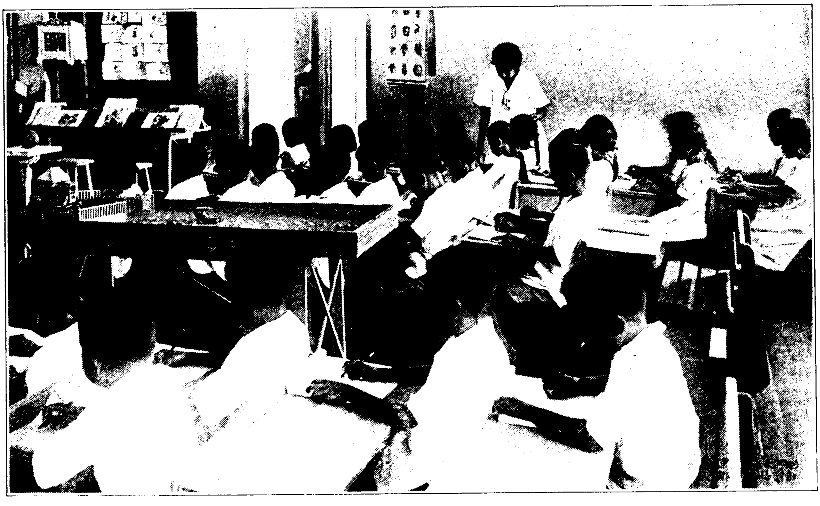
The provincial trade school and high school, and the elementary schools in the distance, Catbalogan, Samar.



Partial view of the new athletic field of Abra.



Philippine School of Arts and Trades athletic field, Manila.



A first-grade class in drawing, Obando, Bulacan.

all of the elementary teachers—are of the minimum attainments desired. More than 75 per cent have completed no more than the second year of the high school and only a little over 20 per cent have completed secondary or higher courses. Ever since the inauguration of our present school system we have been handicapped by the low attainments of elementary teachers and it has been a continuous struggle to supplement these attainments with professional training given in normal institutes, summer schools, teachers' meetings, and reading circles.

Standard Attainments for Secondary Teachers

Secondary teachers are of two classes, namely, those paid from provincial funds and those paid from Insular funds. In addition to graduation from high school, four years' further study in which has been included a certain amount of professional training, may be considered as a fair qualification for secondary teachers. Thus, graduates from a college of education or from a four-year normal school after the completion of a high-school course are accepted as qualified for teaching in high schools. A study of the table given above shows that a large number of our secondary teachers do not have these minimum attainments. Of the provincial teachers, only about 50 per cent have completed two years' work beyond the high school and only 30 per cent may be said to have attained the standard requirement of four years' work beyond the high school. The secondary Insular teachers show very little better preparation. About 53 per cent have completed two years' work beyond the high school and 34 per cent may be said to have had adequate academic training.

The following table shows the teaching experience of Filipino teachers before the school year 1924–25:

Experience in Years	Elementary			Secondary		Total
	Municipal	Provincial	Insular	Provincial	Insular	
0 year	3,797	13	11	85	73	3,979
1 year	3,355	19	26	50	65	3,515
2 years	2,732	24	28	39	62	2,885
3 years	2,935	17	34	29	58	3,073
4 years	2,697	16	25	19	55	2,812
5 years	2,144	11	31	13	40	2,239
6 to 10 years	4,564	48	141	31	150	4,934
11 to 15 years	1,241	13	94	8	50	1,406
Over 15 years	449	3	52	2	30	536
Grand total	23,914	164	442	276	583	25,379
Median in years	3.71	4.56	8.34	2.07	3.61	3.75

It will be seen that there were in the service last year 3,979 teachers, or more than 15 per cent of the whole teaching force,

Large Number of Inexperienced Teachers

who had never taught school before. The largest number of inexperienced teachers is naturally found among the municipal teachers, but the highest percentage is found among the secondary provincial teachers. Of the 276 provincial teachers in the secondary schools, 85, or more than 30 per cent, were without teaching experience. The figures also show that our secondary provincial teachers with a median of 2.07 years' teaching experience are the most unstable. The municipal teachers come next with a median of 3.71 years, while the Insular teachers with a median of 8.34 years in the elementary schools and 3.61 years in the secondary schools constitute a fairly stable corps.

An Unstable Teaching Corps Expensive and Unsatisfactory

It is an exceedingly expensive procedure to secure inadequately prepared teachers, train them while they are in the service, and then lose them after three or four years. The quality of teaching is seriously affected, and as a result the percentage of pupils promoted is lowered and retardation becomes more of a problem than it should be.

Salaries of Teachers Inadequate

The inadequate preparation of our teachers and the instability of the teaching force may be attributed chiefly to the relatively low salaries received by the teachers. The salaries now offered, especially under municipal appointment, do not serve either to attract or to retain desirable teachers. The figures in the two tables below show how poorly some of our teachers are paid:

MONTHLY SALARIES OF FILIPINO ELEMENTARY TEACHERS

Designation	Average Monthly Salaries	Percentage Receiving—							
		Less than ₱40	₱40 to ₱49	₱50 to ₱59	₱60 to ₱69	₱70 to ₱79	₱80 to ₱89	₱90 to ₱99	₱100 or Over
Municipal teachers	₱47.40	25.5	41.4	19.0	7.4	2.9	1.7	1.1	1.0
Elementary teachers (Insular)	94.65	.9	.2	.7	2.5	3.0	19.5	12.6	60.0

MONTHLY SALARIES OF FILIPINO SECONDARY TEACHERS

Designation	Average Monthly Salaries	Percentage Receiving—							
		Less than ₱100	₱100 to ₱119	₱120 to ₱149	₱150 to ₱179	₱180 to ₱199	₱200 to ₱249	₱250 to ₱299	₱300 or Over
Provincial teachers	₱87.91	62.9	27.2	8.5	1.4				
Insular teachers	124.88	16.3	30.2	35.1	12.0	1.7	4.0	.5	.2

The average salary paid municipal teachers, who constitute 98 per cent of our elementary teachers, is ₱47.40. This salary

Salaries of Municipal Teachers

is unquestionably low. Other occupations which require much less preparation and which are not so exacting as to the standard of living demanded of their employees can easily outbid the schools. More than 25 per cent of the teachers receive less than ₱40 a month, barely a living wage to say nothing of a saving wage. Only 14 per cent receive ₱60 or more a month, and the percentage of teachers receiving ₱80 or more a month is negligible.

Salaries of Provincial Teachers

Of the secondary teachers, those on provincial rolls are very poorly paid. Their average salary is ₱87.91 a month, which is much too low when one considers the preparation required of them. Less than 10 per cent receive ₱120 or more a month, and only 1.4 per cent receive ₱150 or more. Until the provinces are able to provide better salaries for secondary teachers, improvement in the quality of teaching in the secondary schools will necessarily be slow. If provincial boards are unable to provide the funds needed to secure the necessary number and the right kind of teachers for the secondary schools, it will be necessary either to reduce the number of pupils in the secondary schools so that fewer but better teachers may be secured, or to continue with present unsatisfactory conditions.

Salaries of Filipino Insular Teachers

Filipino Insular teachers in the secondary schools are relatively better paid. Their average monthly salary is ₱124.88, which is considerably above that of the provincial teachers. Over 35 per cent are receiving ₱120 or more a month and fully 12 per cent are receiving not less than ₱150 a month.

THE ELEMENTARY SCHOOLS

Elementary Schools the Backbone of Our System

The elementary schools form the backbone of our public-school system. According to law, primary instruction must be free, whereas, since intermediate instruction may or may not be free depending upon finances, in some places it has been necessary to collect voluntary contributions in order to keep intermediate schools open. Although it is certainly desirable in a democratic country to afford everyone an opportunity to secure a primary education, the Philippine Government has never been able to make this possible on account of the perennial lack of funds. Because of this, every year thousands of children are refused admission to the primary grades, especially to the first grade, and during the past few years very little extension of the school system has been possible.

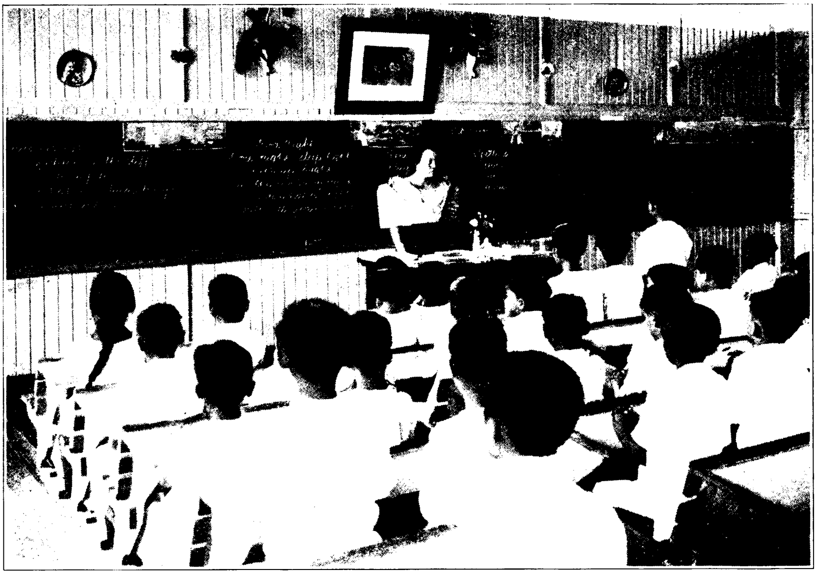
How These Schools Have Been Financed

The operation of the elementary schools was originally financed very largely by local municipal funds, with a little help from the Insular Government in appropriations for textbooks, for construction of permanent buildings, for expenses of supervision, and for the salaries of a few Insular teachers. However, the proportion of Insular aid to municipal school funds has steadily grown, especially after the beginning of the five-year extension program in 1919, until now, in the case of most towns, the burden of support rests more heavily by far on the Insular Government than on the local authorities. A large proportion of the local municipal school money comes from the general municipal fund by transfers authorized by the respective councils, and, since such transfers vary from year to year, the school authorities seldom know how much money they can count upon until after the fiscal year is well started. The same uncertainty applies also to the amount of Insular aid to be received, since such amounts are not transferred, as a rule, until after the opening of the fiscal year, and the entire amount is often not released until after the middle of the year.

Enrolment and Attendance Figures

The following table shows for December, 1924, as compared with the corresponding figures for December, 1923, the number of elementary schools and the enrolment, the attendance, and the number of teachers therein:

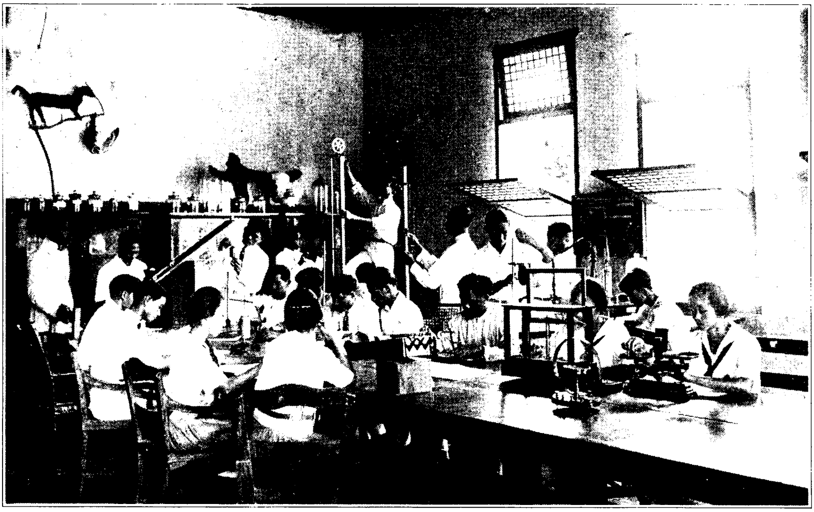
Items	December, 1923	December, 1924	Increase (+) Decrease (—)	Percentage of Increase (+); of Decrease (—)
(*a*) Number of schools:				
Primary	6,573	6,535	— 38	— .58
Intermediate	1,010	1,119	+ 109	+ 10.8
Total	7,583	7,654	+ 71	+ .94
(*b*) Total annual enrolment:				
Primary	923,891	899,763	—24,128	— 2.6
Intermediate	163,841	177,423	+13,582	+ 8.3
Total	1,087,732	1,077,186	—10,546	— .97
(*c*) Average monthly enrolment:				
Primary	837,960	794,262	—43,698	— 5.2
Intermediate	145,482	157,623	+12,141	+ 8.35
Total	983,442	951,885	—31,557	— 3.2
(*d*) Average daily attendance:				
Primary	777,751	726,959	—50,792	— 6.5
Intermediate	137,417	147,231	+ 9,814	+ 7.1
Total	915,168	874,190	—40,978	— 4.5
(*e*) Number of teachers in these schools:				
Primary	18,845	18,891	+ 46	+ .25
Intermediate	5,345	5,686	+ 341	+ 6.4
Total	24,190	24,577	+ 387	+ 1.6



Singalong Elementary School—Grade II.

A class in elementary geography, Surigao, Surigao.

UNIV. OF MICH.



Fourth-year class working in the physics laboratory of the Mindoro High School, Calapan, Mindoro.

Philippine School of Arts and Trades library, Manila.

The following table shows for the school year 1923–24, as compared with the corresponding figures for the previous year, the total enrolment, the average attendance, and the number of pupils retained throughout the year in elementary schools:

School Year	Average Daily Attendance of Pupils in Public Elementary Schools	Percentage of Attendance, Figured on Basis of Average Monthly Enrolment	Percentage of Attendance, Figured on Basis of Total Annual Enrolment	Percentage of Elementary Pupils Held in School Throughout the Year
1922-23	906,431	93	85	85
1923-24	920,290	93	84	84

The December (1924) monthly enrolment by courses in the intermediate schools is shown below:

Intermediate Monthly Enrolment by Courses

General course	152,630
Trade course	2,614
Agricultural course	3,178

In 1924, the general course was offered in 913 intermediate schools, the trade course in 30, and the agricultural course in 51.

Change in Intermediate Course of Study

At the beginning of the school year 1924–25, the new primary course of study with suggestions to teachers was sent to the field. On July 3, 1924, acting upon the recommendation of the 1923 and 1924 conventions of division superintendents, the General Office, in General Instructions 17, s. 1924, announced a new general intermediate course of study which, in so far as the work of the girls is concerned, combines the best features of the general course and of the housekeeping-and-household-arts course, providing practical instruction for all girls with more emphasis on housekeeping, cooking, and home nursing than was offered by the former general course, and more emphasis on geography, history, and civics than was offered by the former housekeeping-and-household-arts course. For both boys and girls it increases the emphasis on reading, while it gives phonics, spelling, and civics, conduct, and hygiene each a definite time allotment on the daily program. In the same announcement, the academic work in the boys' vocational courses was extended by prescribing additional requirements in the language subjects and in civics, conduct, and hygiene.

While only a skeleton outline of the new intermediate course of study has as yet been sent to the field, the detailed course with suggestions to teachers, which has been in preparation for two years, is now in the hands of the printer, and it is planned to send it to the field before June, 1925. Outlines showing the scope of the elementary-school work as prescribed by the new primary and intermediate courses of study are given in Appendix B of this report. Practically the entire course, as revised, has been in operation during the past year.

Detailed Intermediate Course of Study in Press

The new courses of study are more elastic than the old ones, and provide suggestive division of the work by semesters instead of the former rigid weekly requirements. This necessitates the exercise of initiative and originality on the part both of the teachers and of those in charge of supervision. Notwithstanding a little hesitation and apprehension on the part of some, this course has now won the full support and approval of the field.

It has been the policy of this Office for the past five years to use a small sum from the appropriations made available each year for the purchase of textbooks, to buy supplementary readers. This is done in the hope of eventually bringing our schools closer to the standards in reading set for children in the better schools in the United States. Our elementary schools themselves, desirous of providing more than the few sets of readers furnished them, have bought additional readers with pupils' funds. It is believed that few factors will contribute so much to the ultimate efficiency of pupils after leaving school as training in the ability to read with comprehension and appreciation. It may not be amiss to state here that in the better school systems in the United States, the children in the lower grades are required to read each year from ten to twenty supplementary readers.

Necessity for More Supplementary Readers

To determine the actual use of these supplementary readers and the extent to which the supply of those now in the field is being utilized and is meeting the pupils' needs, a study was made of the use of these readers in six typical divisions for the school year 1923–24. A summary of the facts learned from this study is given below:

(*a*) The General Office furnished 93.1 per cent of the supplementary readers in the six divisions, including the Carter and the Insular readers (originally bought as basic texts), while 6.9 per cent were bought from local school funds.

(*b*) The total average number of supplementary readers in these six provinces is two readers for each three pupils.

(*c*) By circulating these books from class to class and from school to school on regular schedules, each class in these six divisions has, in addition to completing its basic reader or readers, been able to read one or more supplementary readers.

Although it is highly desirable to have as soon as possible in the hands of all pupils and teachers the basic textbooks adopted in 1923–24, presenting the subject matter prescribed in the new courses of study, the funds made available for the purchase of school textbooks in 1923–24 were not sufficient to make it possible to supply all classes. It has been necessary, therefore, to continue using in many classes the old textbooks until they wear out and until a sufficient number of new textbooks can be provided. At the end of 1924, less than half of the pupils in the public schools were provided with the new books.

The Supply of Newly Adopted Basic Textbooks

In the matter of instruction, the past year was one of adjustment. With the gradual introduction of the new basic textbooks and the new courses of study in the primary and intermediate grades, school work was not uniform throughout the Islands. This condition of affairs will readjust itself during the coming year.

Adjustment Necessitated by New Books and New Courses

The year has been marked by growth in school libraries and by increased use of the library books. The following table shows data for 1924, as compared with similar data for 1923, relative to the number of elementary-school libraries and the number of books therein:

Elementary-School Libraries

Year	Number of School Libraries	Total Number of Books in Such Libraries	Average Number of Books per Library
1923	2,959	492,323	166
1924	3,067	548,334	179

The intermediate vocabulary investigation, begun in 1923 and mentioned in the last annual report of this Bureau, was completed in December, 1924. From 10,125 letters written by intermediate pupils in every part of the Islands, a maximum vocabulary of 7,261 different words was compiled. Of this maximum vocabulary 1,439 words are on the list compiled in 1921–23 for the primary course of study, while 699 other words were used from 20 to over 3,000 times each. Of the 5,822 words of the maximum intermediate vocabulary (exclusive of those already on the primary spelling lists), there were selected for the spelling lists of the intermediate course 381 words for the fifth grade, 385 words for the sixth grade, and 287 words for the seventh grade. Three spelling scales based on these lists have been made for use in testing the spelling ability of intermediate pupils.

Intermediate Vocabulary Investigation

In order to attack the problem of retardation from a new angle, an age-grade census of pupils was taken during the latter part of the past school year. Reports were received from all divisions, but, as the census covered only a part of the total enrolment, the final results are not being published until a more complete survey has been made. The preliminary figures indicate that a very large number of children begin their schooling at a late age (66,075 out of 121,779 boys in the first grade are reported as being over eight years of age, and 1,796 as over fourteen years of age). If seven years is considered as the age at which children should enter school, and eleven years as the age at which they should enter the fifth grade, it is apparent from this census that an unduly large proportion of pupils are retarded throughout their school careers because of a late start. When a new school or class is opened, especially in a barrio, pupils who enter range in age from below seven to above fifteen. Until the over-aged pupils, who thus entered in large numbers during the extension program of 1919–21 and immediately afterwards, have finally left school, the problem of apparent retardation will always be with us.

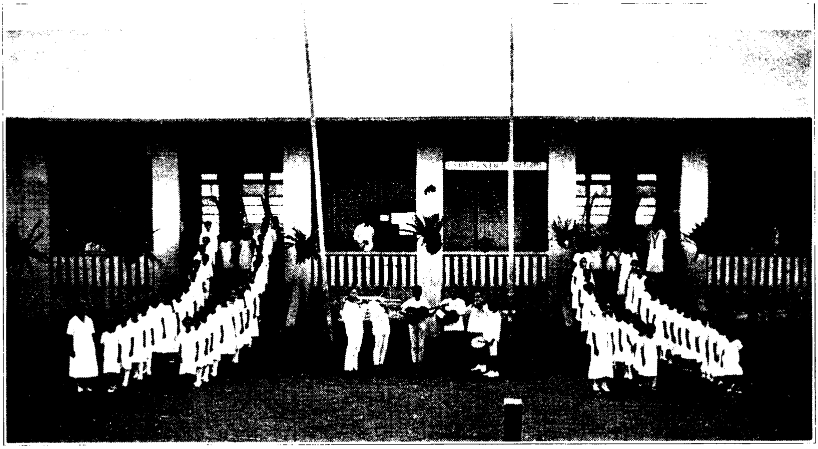
The Problem of Apparent Retardation

When pupils of proper age for their respective classes fail to achieve promotion, we have, of course, a different situation, and this constitutes real retardation. The preliminary figures in the age-grade census indicate that there is much of this retardation in our elementary schools. The correction of this condition of affairs will not be possible to any great extent until a permanent and adequate school fund is created which will permit the more efficient training of elementary teachers, will enable us to employ enough teachers to reduce the size of the classes, and will make it possible to supply the essential factors of educational progress already recognized and provided by the more advanced school systems elsewhere with which we are constantly being measured as to accomplishment.

The Problem of Real Retardation

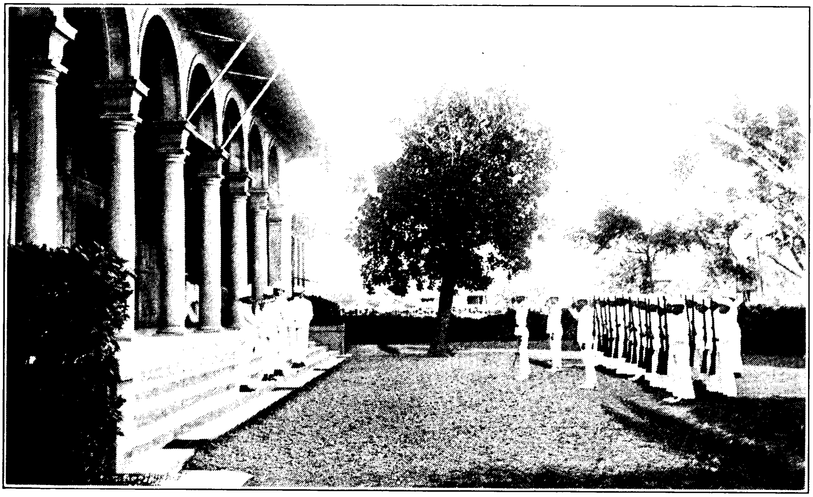
This year, as in the past, it has been the policy of the Bureau of Education to meet the problem of individual differences by providing during the course of the school year for special promotions of such pupils as are able in one year to do the work of more than a year. A follow-up system used in some divisions shows that the subsequent academic records of pupils thus accelerated are such as to justify these midterm promotions. The

Meeting the Problem of Individual Differences of Pupils

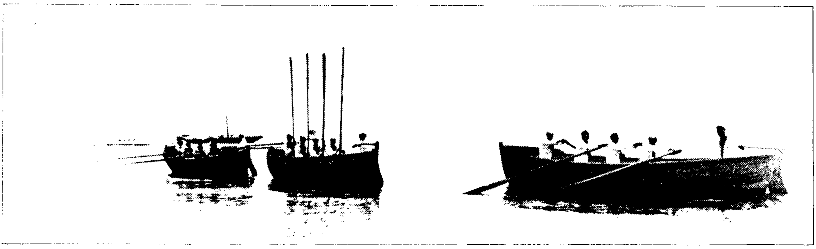


Dismissal, Labo, Camarines Norte.

Calisthenics, Romblon High School.



Lowering the flag, Rizal High School, Pasig, Rizal.



Nautical School, boat drill.

new courses of study have been planned to meet still further the problem of individual differences by providing enough material for each grade to satisfy the requirements of pupils of more than average ability, and at the same time to prescribe minimum requirements for promotion which all pupils of normal ability should be able to meet. Throughout the Islands, classes have been sectioned in accordance with ability wherever sectioning was feasible. This allows pupils of similar ability to progress at the rate best adapted to their mental capacity.

Promotions of Pupils

The following table shows for the school year 1923–24, as compared with the school year 1922–23, the total number and percentage of elementary pupils promoted in the public schools:

School Year	Number of Pupils Promoted	Annual Enrolment	Percentage of Pupils Promoted Based on Annual Enrolment	March Enrolment	Percentage of Pupils Promoted Based on March Enrolment	Number of Pupils Examined	Percentage of Pupils Promoted Based on Number of Pupils Examined
1922-23	634,325	1,069,148	59	906,734	70	894,912	71
1923-24	663,849	1,091,421	61	914,967	73	908,452	73

Sewing Courses Made More Practical

During the past year, the industrial work in elementary schools was made more practical than ever before. The new patterns sent out for the sewing courses have given fresh interest and impetus to this work. The garments made in the sewing classes were cut to fit the girls themselves or smaller children in their families and were taken home to be worn. Some of these garments were attractively embroidered in the embroidery classes or trimmed with lace made by the pupils themselves.

Cooking and Housekeeping for Girls

All girls of the intermediate grades had instruction in cooking and housekeeping. The food prepared in the cooking classes was either served and eaten in class, or taken home to the parents.

Agriculture in the Elementary Schools

Agricultural-club work for both boys and girls and gardening for boys showed progress and were carried on as extensively as in previous years. In 1924, 6,601 schools had school gardens, as against 6,530 schools in 1923. Elementary schools offering specialized courses in agriculture are discussed elsewhere in this report.

The making of rattan and bamboo furniture in communities where raw materials can be readily secured, has grown in

Handweaving and Furniture Making

popularity as a school project. A large number of the articles fabricated are used in the homes of the pupils who have made them. In the handweaving projects of most schools, the materials used are those readily secured in the community. In many schools the baskets and hats made are of the type for which there is much demand in the local markets.

Effect of Manual Instruction on the Home Life of the Pupils

An inquiry was made during 1924 into the results of manual instruction in the elementary grades, as indicated by the comparison of living conditions in a number of villages that have had schools for fifteen years with such conditions in those that have had no schools at all. The reports received lead one to believe that in communities where there have been public schools for ten or more years as compared with communities where there are no public schools or where such schools have been in existence for only a short time, (1) the members of the family are better dressed; (2) the children are more helpful in the home, the older girls sewing for the family and the boys raising vegetables, chickens, and other farm produce for the table; (3) the food of the family is better and more varied; and (4) the homes are more sanitary and—especially where the boys have had instruction in woodworking or rattan-furniture making—better furnished.

Enrolment in Industrial Courses

The following table shows for the school year 1923–24 as compared with corresponding data for the school year 1922–23, the enrolment in the more important of the industrial courses offered in the elementary schools:

Courses	Enrolment for School Year		Increase (+) Decrease (—)	Percentage of Increase (+); of Decrease (—)
	1922–23	1923–24		
Sewing	278,706	278,440	— 266	— .1
Embroidery	97,825	107,466	+9,641	+ 9.9
Lace making	35,468	41,421	+5,953	+16.8
Handweaving	234,147	236,268	+2,121	+ .91
Woodworking and ironworking	15,220	16,190	+ 970	+ 6.4
Gardening	188,670	194,077	+5,407	+ 2.9
Bamboo and rattan-furniture making	5,744	6,634	+ 890	+15.5

Estimated Value of Industrial Production

The following table shows for the school year 1923–24 as compared with the corresponding data for the school year 1922–23, the estimated value of production in all of the more important of the industrial courses:

Courses	Approximate Value of Products for School Year		Increase (+) Decrease (—)	Percentage of Increase (+); of Decrease (—)
	1922–23	1923–24		
Sewing	₱631, 660. 74	₱813, 529. 61	+₱181, 868. 87	+28.8
Embroidery	160, 494. 05	169, 704. 03	+ 9, 209. 98	+ 5.7
Lace making	68, 077. 02	84, 791. 25	+ 16, 714. 23	+24.6
Handweaving	330, 738. 55	323, 876. 36	— 6, 862. 19	— 2.07
Woodworking and ironworking	347, 056. 53	352, 062. 19	+ 5, 005. 66	+ 1.4
Gardening	846, 314. 73	898, 199. 26	+ 51, 884. 53	+ 6.1
Bamboo and rattan-furniture making	51, 649. 54	56, 780. 31	+ 5, 130. 77	+ 9.9

THE SECONDARY SCHOOLS

The Provincial Secondary Schools

The secondary schools of our public-school system are either provincial or Insular. The provincial secondary schools were originally financed almost entirely by the Insular Government, except for the purchase of land, for the occasional aid in construction of buildings, and for the few small incidental expenses in connection with the operation of these schools. The burden of the salaries of the teachers, which is the largest part of the expense of operation, was for years carried almost entirely by the Insular Government. In the past few years, the enrolment in the secondary schools has increased very rapidly, and the salaries for additional personnel necessitated by such increase could not be paid by the Insular Government. The provincial governments have therefore in most cases provided the funds with which to meet this expense, although usually not in sufficient amounts to insure the employment of teachers of adequate training. The cost of operation of secondary schools is far greater per pupil than that of the elementary schools, and, faced by a threatened shortage of funds for the carrying on of the work of the lower grades, the Insular Government may be forced to transfer the entire burden of supporting the provincial secondary schools to the provincial governments. The instruction in these schools, although not required to be so by law, has usually been entirely free. However, free instruction cannot be maintained indefinitely if the responsibility for operating these schools is turned over to the local governments, unless provision is made for additional taxation, or unless the provinces appropriate a larger percentage of their incomes to pay the salaries of secondary teachers.

The Insular Secondary Schools

The Insular secondary schools are entirely supported by Insular appropriations and are in all cases institutions devoted to specialized training—usually vocational. These schools are discussed more fully in another section of this report.

Provincial High Schools—Status, Enrolment, Attendance, and Number of Teachers

There are in the Philippines, 60 provincial high schools (including city high schools) offering the general course. In addition to the general course, which is given in all regular provincial high schools, 16[a] of these schools offer a four-year normal course, 15 offer a domestic-science course, and 2 offer a commercial course. Some of these schools offer two or three courses. The following table shows statistics relative to the status of these schools, the enrolment and attendance by courses, and the number of teachers employed in them in December, 1924, as compared with the corresponding figures for December, 1923:

Items	December 1923	December 1924	Increase (+) Decrease (—)	Percentage of Increase (+); of Decrease (—)
(*a*) High schools:				
Number offering four-year course	41	46	+ 5	+ 12.2
Number offering three years' work	6			
Number offering two years' work	9	10	+ 1	+ 11.0
Number offering one year's work	1	4	+ 3	
Total	57	60	+ 3	+ 5.26
(*b*) Total annual enrolment:				
General course	30,597	36,665	+ 6,068	+ 19.83
Domestic-science course	1,540	2,229	+ 689	+ 44.74
Normal course	2,330	2,506	+ 176	+ 7.55
Commercial course	97	91	— 6	— 6.19
Total	34,564	41,491	+ 6,927	+ 20.04
(*c*) Average monthly enrolment:				
General course	28,243	34,084	+ 5,841	+ 20.68
Domestic-science course	1,425	2,159	+ 734	+ 51.51
Normal course	2,145	2,373	+ 228	+ 10.63
Commercial course	88	81	— 7	— 7.95
Total	31,901	38,697	+ 6,796	+ 21.30
(*d*) Average daily attendance:				
General course	30,420	32,548	+ 2,128	+ 7.00
Domestic-science course	1,386	2,110	+ 724	+ 52.24
Normal course	2,071	2,299	+ 228	+ 11.01
Commercial course	88	75	— 13	— 14.77
Total	33,965	37,032	+ 3,067	+ 9.03
(*e*) Number of teachers	734	860	+ 126	+ 17.17

NOTE.—The data included in this table and in the other tables in this section, unless otherwise indicated, refer only to high schools that offer the general course or the general course together with one or more of the other courses named in the table.

Public Demand for Secondary Education

The great demand of the young people of the Philippines for secondary education is shown by the yearly increase in the number of students entering the high schools. The number of graduates from the intermediate course in March, 1924, was 25,763, and the enrolment in the first year of the high-school course in June of the same year was 22,629. Although the latter figure includes a large number of repeaters, it does not include the 1,700 applicants who

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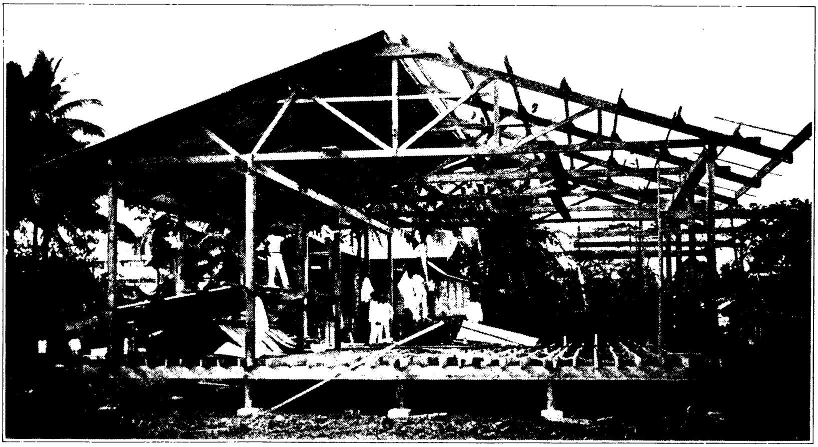
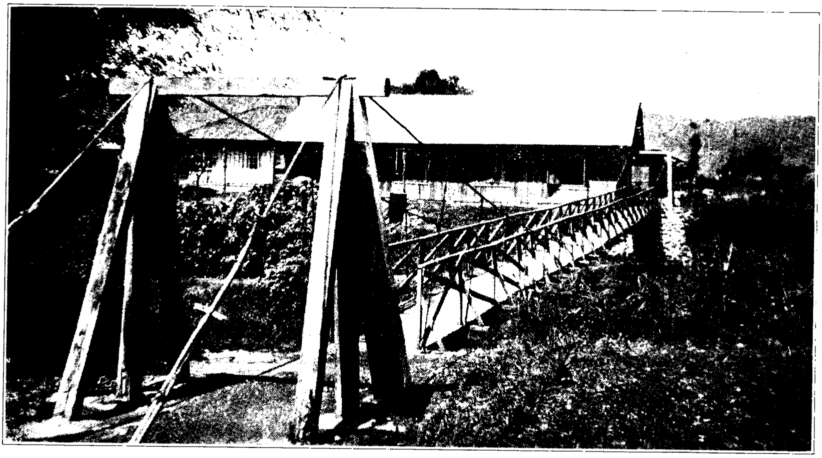
[a] Including the provincial high schools of Albay and Zamboanga, in which, pending complete separation, the normal courses are still administered.

Philippine School of Arts and Trades, iron machine shop, Manila.



Two units of No. 10 standard building constructed entirely by Boac, Marinduque, intermediate shops boys.



Trinidad Agricultural School Hospital suspension bridge constructed by students, Mountain Province.

Basketry class, Daet, Camarines Norte.

were refused admission to the high schools on account of lack of room, and it does not include a considerable number who entered the private high schools. It is believed reasonable to estimate that at least four-fifths of the intermediate graduates actually enter, or attempt to enter, the public and private high schools.

The following table gives figures showing to what degree secondary pupils are held in school throughout the school year:

School Year	Total Annual Enrolment	Average Daily Attendance of Students in Public Secondary Schools	Percentage of Attendance, Figured on Basis of Average Monthly Enrolment	Percentage of Attendance, Figured on Basis of Total Annual Enrolment	Percentage of High-School Students Held in School Throughout the Year
1922-23:					
General course	24,781	22,287	96.7	89.9	89.9
Normal course	2,351	2,042	96.7	86.9	88.0
Domestic-science course	1,346	1,266	97.5	94.1	92.8
Commercial course	158	143	97.3	90.5	91.1
1923-24:					
General course	30,540	27,348	96.3	89.5	90.3
Normal course	2,768	2,505	96.6	90.5	90.1
Domestic-science course	1,858	1,689	97.4	90.9	90.7
Commercial course	97	90	97.8	92.8	89.7

Secondary Courses Offered

The normal course given in the provincial high schools is the same as the four-year normal course given in provincial and regional normal schools. Its scope is shown in the outline given in Appendix B of this report. The two-year commercial course, beginning after the completion of the second year of the general high-school course, is now given in only two schools, and will be discontinued when students now taking it have completed the course. In the future, if there is a demand for a commercial course in provincial high schools, the four-year commercial course as offered in the School of Commerce in Manila (see Appendix B) will be given in these schools. Summaries of the general course and of the domestic-science course offered in provincial high schools are also given in this appendix.

Secondary Course of Study

As the result of a persistent demand from the field for a secondary course of study in pamphlet form, with references and suggestions for teachers, providing for secondary instruction what has already been supplied for primary and intermediate teaching, the General Office has begun work on such a course of study, and it is hoped that it will be ready for publication in time for the school year 1926–27.

The growing popularity and increased use of high-school libraries, especially for reference purposes, is one of the encouraging features of the year's work. In all high schools, each class has an opportunity to spend (in addition to time at recess and after school hours) from two to five periods a week in the library, reading newspapers and studying references related to the regular subjects. It is believed that in no preceding year have high-school students used as much reference material in addition to their textbooks as they have this year. The requirement of a certain amount of reference work in the library, previously confined largely to English classes, was last year extended to include practically all other subjects. This has helped to broaden the scope of the library service in spite of the lack of properly trained librarians in many of the high schools and the lack of suitable library quarters.

Increased Use of High-School Libraries

In view of the rather small total circulation of the English newspapers of the Islands, it is worthy of note that all high schools subscribe to such newspapers in sufficient quantity to allow most of the 38,000 students to have constant access to them. Enough copies of the *School News Review* are sent to all high schools to make it accessible to all students. Furthermore, all high schools subscribe to local daily newspapers, to the better-known American weekly and monthly news magazines, and in most cases, to literary and professional magazines, as well.

More Attention Given to the Reading of Periodicals

In 1924, a list of professional books was prepared in the General Office and sent to the field for the use of teachers and of students enrolled in normal courses. As a result, all schools having normal courses have this year added a considerable number of such books to their school libraries.

Professional Books

The following table shows for the year 1924, as compared with the corresponding information for 1923, the number of high schools having libraries, and the number of books therein:

High-School Library Statistics

Year	Number of High-School Libraries	Total Number of Books in Such Libraries	Average Number of Books in Each
1923	80	171,304	2,141
1924	88	194,704	2,213

NOTE.—This table includes figures for the libraries of special vocational schools.

The policy of sectioning high-school students according to ability was followed this year as in past years. This year to a

The Policy of Sectioning Secondary Students in Accordance with Ability

greater extent than ever before, the sectioning was determined by the use of intelligence tests, the Otis test being the one most commonly used. The results of these tests have shown that the students entering our high schools vary so greatly in ability that it is neither wise nor practicable to give all sections of each year the same work. This system enables the teacher to adapt both methods and materials to the average ability of each section, giving a class from the minimum to the maximum of the work outlined for the year. In order to carry this policy to its logical conclusion, the new secondary course of study will state definite maximum and minimum requirements.

Emphasis Laid on Silent Reading

More attention than ever before was given this year to silent reading in high schools, with special emphasis on the testing of the results of such reading. A number of high schools have given the Bureau of Education intermediate vocabulary test, and have found that the students most capable of doing good work in the high school are those who have increased their vocabulary by much reading and who have acquired a considerable degree of efficiency in silent reading.

Frequency Distribution of Silent-Reading Scores

The compilation below shows, for all but two high schools of the Islands, the frequency distribution of the silent-reading scores achieved by first-year students in the silent-reading test given as a part of the final examinations in March, 1924:

Score (Highest score possible, 20 per cent)	Number of Cases	Percentage
0 per cent to 4 per cent	653	4.1
5 per cent to 9 per cent	1,942	12.2
10 per cent to 14 per cent	4,739	29.7
15 per cent to 19 per cent	6,659	41.8
20 per cent	1,934	12.2
Total	15,927	100.0

Age-Grade Census of Secondary Students

As in the case of the elementary schools, the problem of retardation was studied by means of an age-grade census, but final publication of the results cannot be made until more complete figures are obtained. Examination of the preliminary figures would seem to indicate that the students who are retarded in the first year are the older ones who started their school career late in life or those whose mental development has been very slow. The median ages, in the figures thus far compiled, are the same for the first and for the second years, which would warrant the belief that it is the younger students who have the best chance of normal promotions.

Elimination of High-School Students

The enrolment in the first year of all secondary public schools in the Philippines in June, 1920, was 9,609. From what was left of this class, together with retarded students and new students received from the private schools, 2,907 students were graduated from the fourth year in March, 1924. This shows an elimination of about 6,702, or 69.7 per cent between the entrance and graduation of this particular class. Most of this elimination occurs in the first and second years of the high school.

Causes of Such Elimination

In 1922, a case study was begun to find out the causes of elimination in the early years of the high school and the present occupations of the students thus eliminated. In all, 1,208 cases in three successive school years (1921–22, 1922–23, 1923–24) from the first and second years of four typical provincial high schools were tabulated. Approximately two-thirds of these students dropped out during their first year in high school and one-third during their second year. The causes of their elimination are shown in the table below:

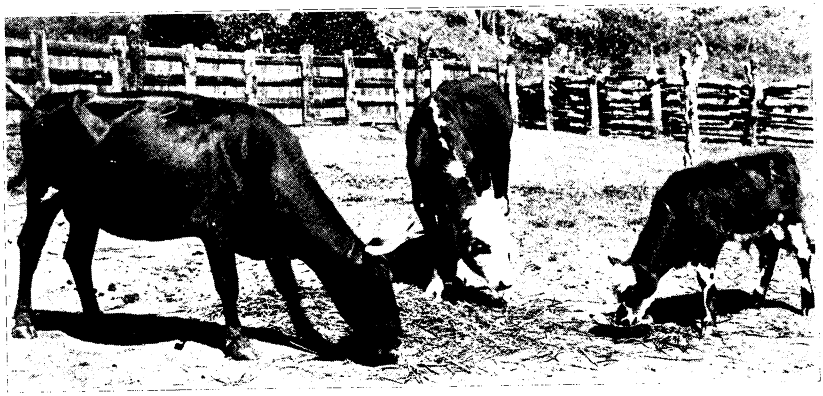
Causes of Elimination	Number of Cases	Percentage
1. Failure in studies	398	33
2. Necessity for earning living	361	30
3. Transfer to other schools	212	17.5
4. Ill health and death	135	11
5. Marriage	79	6.6
6. Presence required at home	17	1.4
7. Miscellaneous causes	6	.5
Totals	1,208	100.0

Occupations Pursued by Eliminated Students

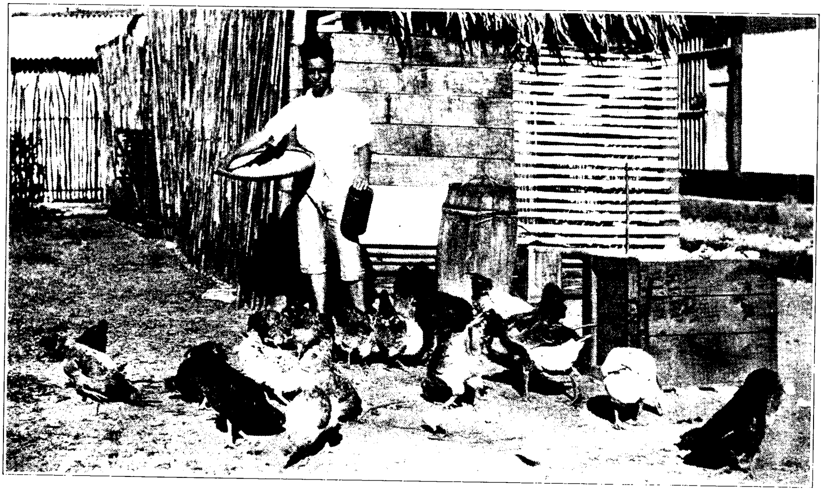
It was not possible to get information relative to the occupations of all of these students. The present occupations of 1,141 of them are shown in the following table:

Present Occupations	Number of Cases	Percentage
1. Students	296	26
2. Teachers	249	22
3. Helpers at home (girls)	189	17
4. Farmers	118	10
5. Artisans	84	7
6. Day laborers	77	7
7. Clerks	55	4.8
8. Business agents	24	2.1
9. Government officials	9	.7
10. Nurses	5	.4
11. Not employed	35	3
Totals	1,141	100.0

A class in fish-net weaving, Puerto Rivas Barrio School, Balanga, Bataan.



Shorthorn cow and Hereford bull with offspring, Trinidad Agricultural School, Mountain Province.



A poultry project, Samar.

Santa Clara Primary School garden, Manila.

Acceleration of Unusually Bright Secondary Students

In 1923, definite provision was made for the acceleration of unusually bright secondary students by allowing a few such students in each high school to attempt to complete the regular four-year course in three years, provided their applications for permission to do so were approved by their principals. In some schools, the selection of such students was made by means of intelligence tests. As the past year was only the second year of this experiment, it is too early to make any definite statement as to its success or failure. Students taking this course are usually given five subjects the first year, six the second, and five the third year. This is an exceptionally hard program to carry, and only the extraordinarily bright student can carry it successfully. It is significant that many students who have ranked at the top of the lists in the intelligence tests have refused to try this course, preferring instead to follow the regular program. Rather than to allow such exceptional students to shorten their educational careers by pushing them at a pace which produces too great a mental strain, the regular four-year course may be supplemented by additional material if it seems advisable.

The following table shows for the school year 1923–24, as compared with the school year 1922–23, the total number and percentage of secondary students promoted:

School Year	Number of Pupils Promoted	Annual Enrolment	Percentage of Pupils Promoted Figured on Basis of Annual Enrolment	March Enrolment	Percentage of Pupils Promoted Figured on Basis of March Enrolment	Number of Pupils Promoted	Percentage of Pupils Promoted Figured on Basis of Number of Pupils Examined
1922–23	21,862	33,248	65.75	29,674	73.67	29,336	74.52
1923–24	28,552	41,298	69.14	37,091	76.98	36,971	77.23

Secondary Domestic-Science Course Made More Practical

As in the elementary grades, new interest has been given to sewing and embroidery in the secondary domestic-science course by the sending out of new patterns. The work in embroidery has been motivated and made more practical by having girls embroider dresses and other garments made for themselves in connection with their courses in plain sewing.

Enrolment and Production Data for Secondary Industrial Courses

The following tables show for the school year 1923–24 the enrolment and production in the secondary industrial courses, as compared with corresponding figures for 1922–23:

Courses	Enrolment School Year		Increase (+) Decrease (—)	Percentage of Increase (+); of Decrease (—)	Approximate Value of Products School Year		Increase (+) Decrease (—)	Percentage of Increase (+); of Decrease (—)
	1922-23	1923-24			1922-23	1923-24		
Sewing	1,290	2,076	+786	+ 60.9	₱4,460.85	₱9,132.36	+₱4,671.51	+104.7
Embroidery	1,071	1,890	+819	+ 76.5	3,019.31	4,516.58	+ 1,497.27	+ 49.6
Lace making	361	479	+118	+ 32.7	1,206.74	1,941.29	+ 734.55	+ 60.9
Handweaving	584	1,536	+952	+163.0	658.08	2,105.55	+ 1,447.47	+219.95
Bamboo and rattan-furniture making	23	128	+105	+456.5	105.77	1,116.79	+ 1,011.02	+955.9

THE VOCATIONAL SCHOOLS

Kinds of Vocational Schools Maintained

The vocational schools which are included in the Philippine public-school system comprise teacher-training schools, trade schools, agricultural schools, a school of commerce, and a school for the deaf and the blind. Several vocational schools of higher learning are maintained by the University of the Philippines, but as these are not under the control of the Bureau of Education, they do not come within the scope of this report.

Normal Schools and Normal Courses

The securing of competent teachers is not entirely a matter of salaries offered, although such an inducement undoubtedly leads many desirable persons to choose teaching as a career. With unlimited money it would still be impossible to obtain good teachers unless the supply of trained candidates is kept equal to the demand. It is to meet this growing demand for good teaching that the Bureau of Education has, within the limitations of its revenues, endeavored to establish an adequate system of normal schools. This system at present comprises:

1. The Philippine Normal School, located in Manila, and supported entirely from Insular funds.
2. Six regional normal schools, located in Ilocos Norte, Pangasinan, Albay, Iloilo, Cebu, and Zamboanga and supported partly from provincial and partly from Insular funds.[1]
3. Secondary normal courses in 14 provincial high schools supported partly from provincial and partly from Insular funds.[2]

Supply of Teachers Furnished by Normal Schools

While these schools in the past have been able to supply teachers for only a negligible percentage of the teaching positions, their graduates have undoubtedly exerted a considerable influence toward higher professional standards and better work. It is only a question of time when these schools will be able to supply a great part of the demand for professionally trained teachers, provided that competent personnel is secured and retained to impart instruction in them, and provided that adequate salaries can be guaranteed the graduates. For this, larger appropriations are necessary than are at present available.

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[1] Pending complete separation, the Albay and Zamboanga normal courses are still administered in the provincial high schools.

[2] Not including the Albay and Zamboanga high schools.

Increased Enrolment in Normal Schools

Increased salary schedules, Insular and municipal, announced within recent years have had a noticeable effect on the number of applicants for admission to all of these teacher-training schools. In 1924, the Philippine Normal School for the first time was able to choose the best qualified from among the many applicants who desired admission, and to reject those who appeared to be least fit for the teaching profession. Such selection was accomplished by means of intelligence tests and by the examination of former school records of applicants. In general, the enrolment in all of the normal schools and courses is increasing as rapidly as the limited facilities of the schools will permit.

Enrolment Data for Normal Schools

The following tables give data relative to the enrolment in these training schools and to the growth of the Philippine Normal School:

ENROLMENT IN PHILIPPINE NORMAL SCHOOL BY COURSES BASED ON DECEMBER, 1924, ANNUAL ENROLMENT

Courses	First Year	Second Year	Third Year	Fourth Year	Total
Academic	254	318	443	240	1,255
Home economics	58	64	75	35	232
Supervising teachers and principals			45	30	75
Total	312	382	563	305	1,562

GROWTH OF PHILIPPINE NORMAL SCHOOL BASED ON TOTAL ENROLMENT BY YEARS

School Year	First Year	Second Year	Third Year	Fourth Year	Total	Increase	Percentage of Increase
1921-22	248	142	173	115	678	157	30.1
1922-23	372	239	201	137	949	271	39.9
1923-24	374	412	357	168	1,311	362	38.1
1924-25	312	382	563	305	1,562	251	19.1

NOTE.—The figures in the last two columns indicate the increase over the enrolment of the preceding year.

ENROLMENT IN REGIONAL NORMAL SCHOOLS BASED ON DECEMBER, 1924, MONTHLY ENROLMENT

School	First Year	Second Year	Third Year	Fourth Year	Total
Albay	103	84	39	17	243
Cebu	355	171	46	27	599
Iloilo	241	235	79	30	585
Ilocos Norte	210	130	60	37	437
Pangasinan	263	246	83		592
Zamboanga	29	27	16		72
Totals	1,201	893	323	111	2,528

ENROLMENT IN SECONDARY NORMAL COURSES (SUMMARIZED) BASED ON DECEMBER, 1924, MONTHLY ENROLMENT

School	First Year	Second Year	Third Year	Fourth Year	Total
14 provincial high schools [1]	1,317	1,099	794	417	3,627

[1] Not including the Albay and Zamboanga high schools.

The above tables show that 7,717 students are now taking some form of professional training for the teaching service, not including students in certain trade and agricultural schools who are being trained for specialized positions. In the graduating classes of the teacher-training schools there are 833 students, or a little over three per cent of the number of teachers now engaged in elementary instruction.

Schools Giving the Trade Course

A trade course is given in 38 schools, namely, in the Philippine School of Arts and Trades, in 19 provincial trade schools, and in 18 provincial trade shops. Besides this course, shop work, which is one of the industrial courses given in the elementary schools in the seventh grade, is carried on in 163 of such schools.

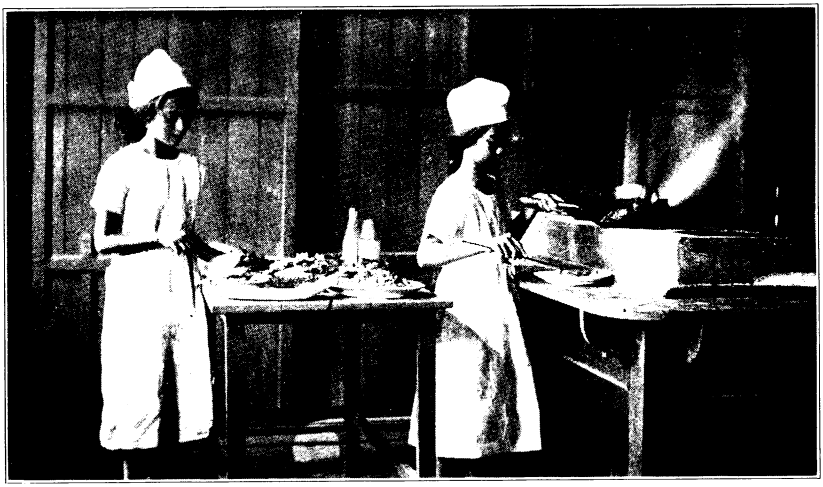
The Philippine School of Arts and Trades

The Philippine School of Arts and Trades is an Insular institution located in Manila and supported by Insular funds. Its capacity is 800, and the student body is composed of boys coming from all parts of the Islands. Each student takes a shop course which requires three hours of shop work daily for four years and a full academic course of the same number of years. Perfect attendance in shop work is required, absences being made up on Saturdays or during vacations. The following shop courses are offered in this school: woodworking; building construction; ironworking; drafting; surveying.

Requirements for Graduation from the P. S. A. T.

Students completing one of these courses in the Philippine School of Arts and Trades are given certificates for that course, provided they have completed at least the second year of the secondary academic work. If they also complete the full secondary academic course, they are given high-school diplomas. Such high-school graduates are eligible for appointment as Insular teachers without civil-service examination, if they are assigned to teach the vocational subjects in which they have specialized.

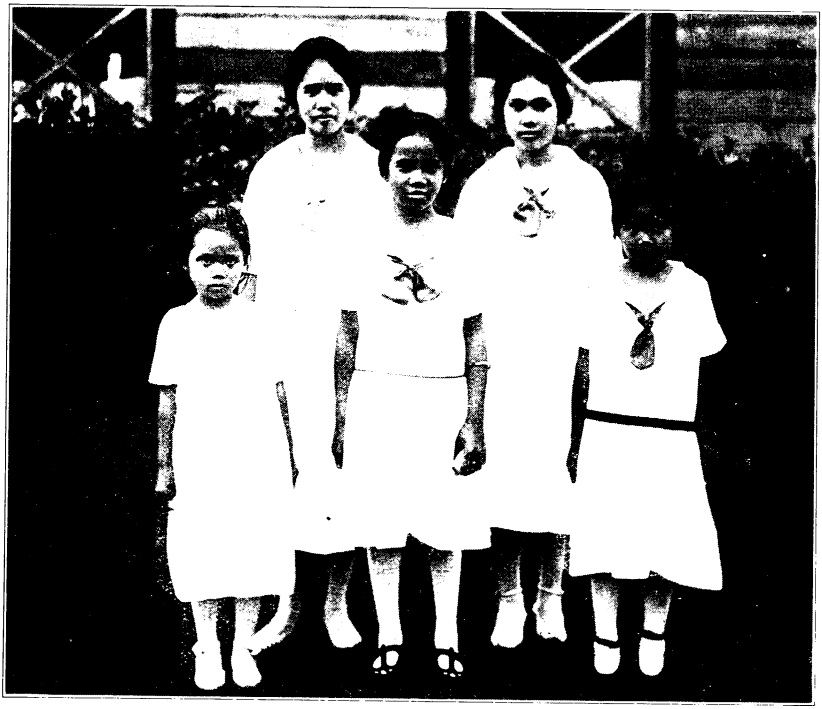
Students in this school are selected with great care as to physical strength and mental ability, and are under the supervision of the best-qualified and most experienced teachers avail-



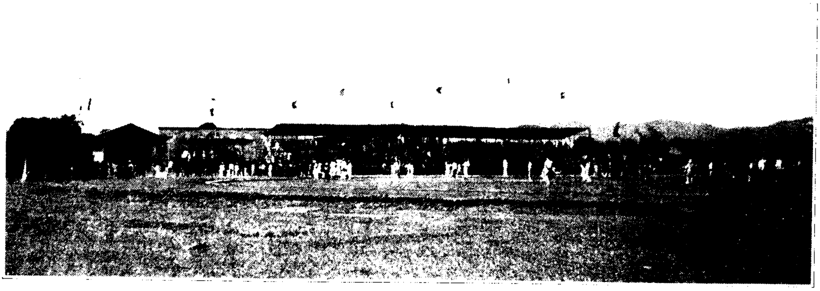
Rosario Elementary School club members in the kitchen, Batangas.

Coffee trees at Kalasungay Settlement Farm School, Bukidnon.

UNIV. OF MICH.



Four daughters of Datu Sinsuat and one of Datu Piang, Moro Girls Dormitory, Cotabato.



New athletic field, Abra, used during the last Ilocano meet, December 18-20, Bangued, Abra.

able, especially in shop work. A follow-up system reveals the fact that a large percentage of the graduates are engaged, with very good incomes, in various industrial occupations throughout the Islands and in the United States.

The P. S. A. T. School Plant

The school is centrally located in Manila, and has large, well-ventilated, reinforced concrete buildings for academic classes as well as for shop work. It is completely equipped with furniture and machinery for the usual needs of such an institution. Special attention is given to athletics, in which the students have usually displayed considerable skill. The athletic field located within the school grounds is one of the most attractive and best equipped in the Islands.

Provincial Trade Schools and Shops

The provincial trade schools and provincial shops, with few exceptions, confine their work to woodworking. These schools, while furnished Insular teachers to a certain extent, are otherwise financed by the provinces in which they are located. The trade schools (as distinguished from the trade shops) may be either elementary or secondary, and are equipped with ample woodworking machinery. Their courses of study comprise at least three years of instruction and practice in wood bench and machine work, wood turning, wood finishing, and mechanical drawing, in addition to academic work. The provincial school shops are not so well equipped with machinery as are the trade schools, and consequently do not show as large an output. The theoretical work in these shops is similar to that of the trade schools.

Credit in the P. S. A. T. for Provincial Trade and Shop Work

Graduates from the provincial trade schools upon entering the four-year woodworking course of the Philippine School of Arts and Trades are given credit for two years; those from the provincial school shops are given credit for one or two years, depending upon their efficiency.

Output of Trade Schools

Although no particular effort is made to commercialize the work of these schools, the output of manufactured articles of all of them combined (secondary and elementary) for the calendar year 1924 was valued at ₱301,024.72. The annual output of each school varies with local conditions. In 1924, the value of the output of the four leading schools was as follows:

Leyte Provincial Trade School	₱41,825.19
Cebu Provincial Trade School	41,216.33
Zamboanga Provincial Trade School	41,089.17
Philippine School of Arts and Trades	34,665.02

Influence Exerted by Trade Schools

The influence of these trade schools is far-reaching, creating as they do an appreciation of the dignity of labor and pride in workmanship, training mechanics to meet the demand for skilled workmen, and providing students with a profitable means of self-support. Students are also benefited by the physical exercise.

Agricultural Schools

In view of the fact that the Philippines is mainly an agricultural country, particular attention has been given to the development of agricultural schools. At the end of the school year 1923–24, the public-school system operated by the Bureau of Education had—in addition to the regular elementary schools which offered gardening for an hour or so a day in certain grades—299 vocational schools which gave practical training in agriculture. Practical farming, as taught in these schools, emphasizes both the instructive and the productive phases. In addition to classroom instruction, pupils cultivate farms of considerable size. Crops suitable to the locality are grown, and cattle, hogs, chickens, and other farm animals are raised. These schools are, in most cases, student communities in which the students engage in just such activities as might be found in a successful farming community in the Philippines.

Different Kinds of Agricultural Schools in Operation

Of the 299 schools of agriculture, 14 are boarding schools (called agricultural schools) with farms averaging 455 hectares in size; 13 are day schools (called farm schools) located in well-settled communities with farms averaging 28 hectares in size; and 272 are rural agricultural schools (called settlement-farm schools). The settlement-farm schools are located in isolated and backward communities, chiefly among the non-Christians, on farms averaging 22 hectares in size.

Needed Expansion of Agricultural Schools Retarded in Recent Years

Appropriations of Insular funds have been practically withdrawn from agricultural education during the past two or three years—with the natural result, not only of retarding the needed expansion of such schools, but of preventing the proper development of the schools already opened. It has likewise been found impossible to secure such additional local funds as would warrant further extending these schools or enlarging their scope.

The larger schools of agriculture, which are referred to as boarding schools, follow in a general measure the form and administration developed at the Central Luzon Agricultural

School (Muñoz, Nueva Ecija) and the Trinidad Agricultural School (near Baguio, Mountain Province) which train pupils to serve communities differing in many details in the type of agriculture practiced. Among the schools of this type are the Camarines Agricultural School (Pili, Camarines Sur), the Catarman Agricultural School in Samar, the Lagangilang Agricultural School in Abra, and the newly opened Baybay Agricultural School in Leyte. In the 14 schools of this type, there are enrolled 2,894 pupils who manage farms containing a total cultivated area of 917 hectares. The school at Muñoz is probably the best known of these schools.

The Agricultural Boarding Schools

The schools known as day schools of agriculture (farm schools) are located in well-settled communities and on smaller farms than are the larger boarding schools. Living accommodations and subsistence are not provided on the school premises. In many other respects, however, these schools follow closely the work of the larger schools, notwithstanding the limited facilities available for practical farming at many of the schools of this type. Among the 13 day schools of agriculture are the Santa Maria Farm School (Ilocos Sur) and the Guinobatan Farm School (Albay), which are probably the best known. During the past year the Guinobatan Farm School, with an enrolment of 69 boys, intensely cultivated a school farm of 11 hectares from which a production to the value of ₱5,692 was secured. Other schools cultivating larger areas of land were equally successful in their farming projects.

The Day Schools of Agriculture

Probably the least known of the three types of schools of agriculture is the purely rural school of agriculture. Of this type there were 272 in operation during the school year 1923–24. These schools are located in isolated communities, and the greater number of them are among the non-assimilated people of Mindanao. The actual instruction given in schools of this type is probably more vocational in its general trend than that of any other schools in the Philippine Islands, notwithstanding the limited facilities available for both teachers and pupils. Practical farming is carried on in a manner to teach students improved methods which can be applied directly on small tracts of land in the same locality as the school. Schools of this type continue to exercise a tremendous influence in the permanent settlement of productive agri-

The Rural Schools of Agriculture

cultural lands which become the nuclei of new and prosperous farming communities. Many of these school farms have been carved out of tropical forests and grassy plains, and stand today as monuments to the efficiency and zeal of enterprising teachers who were responsible for their origin and development. Limited resources available have, during the past year, retarded the progress of many of these schools, as have also the unsettled conditions prevailing in some of the communities of Mindanao.

The Nautical School

Since seafaring is one of the traditional occupations of a large portion of the inhabitants of these Islands, it is only natural for the public-school system to include the operation of a practical nautical school, supervised entirely by nautical men holding certificates of competency as masters of vessels. This is the Philippine Nautical School, located in Pasay, Rizal, and supported entirely from Insular funds.

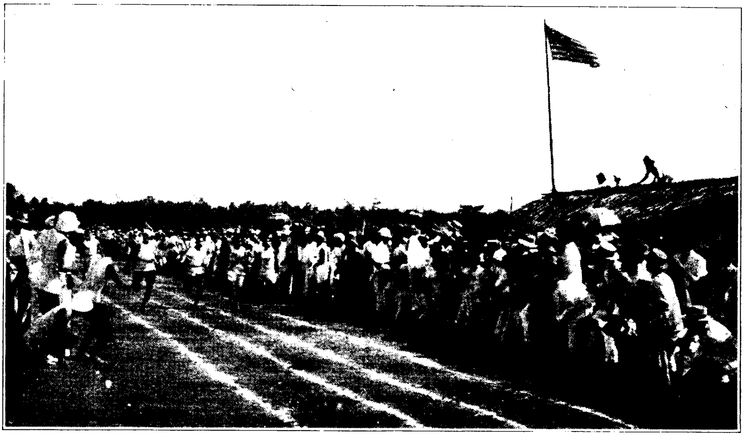
This school gives a two-year technical course, to which are admitted only students who have completed the second year of the secondary course. Following graduation, the students are required to give 18 months of practical sea service as apprentices before being entitled to a marine officer's certificate of competency. There are now 45 students enrolled in this course, of whom 22 are in the junior class, and 23 in the senior class. Most of the former graduates have followed the sea and are making good. The chief difficulty at present is the increasing scarcity of positions for graduates, in view of the fact that since the Philippine merchant marine is not expanding rapidly, vacancies do not very frequently occur.

The School of Commerce

The Philippine School of Commerce is an Insular school located in Manila, which offers a four-year course with special training in commercial subjects. Only two years of this course are now in operation, its length having only recently been increased from two to four years. The following figures show the enrolment in this school during the past two years:

Year	Number of Students Enrolled	
	Day School	Night School
1923-24	402	322
1924-25	548	379

220-yard low hurdles race, Pueja, Sorsogon.



100-yard dash, finals, provincial meet, Masbate.

UNIV. OF MICH.

Pole vault.

440 yard dash.

BICOL MEET, 1924, SORSOGON.

Success of Graduates of the School of Commerce

A questionnaire was recently sent to more than 400 graduates of this school, asking for information as to their present occupations and salaries. From the answers received from somewhat less than half of the graduates, the following data have been compiled:

Number of Graduates	Occupation	Monthly Salaries		
		Average	Highest	Lowest
27	Clerks (Government service)	₱48.00	₱85.00	₱30.00
15	Clerks (private firms)	45.00	60.00	35.00
11	Bookkeepers (Government service)	80.00	150.00	50.00
17	Bookkeepers (private firms)	82.00	400.00	50.00
43	Stenographers (Government service)	99.00	333.00	40.00
15	Stenographers (private firms)	104.00	250.00	50.00

Other graduates holding positions of special responsibility and their respective monthly salaries are: a constabulary officer (receiving ₱185), an accountant (receiving ₱200), and three division chiefs in Government offices (one receiving ₱350 and two receiving ₱250 each). The success which has been achieved by most of the graduates of this school is evidence of the practical value of the course given.

The School for the Deaf and the Blind

The School for the Deaf and the Blind (in Pasay, Rizal) might be regarded merely as an institutional school to provide education for those incapable of following regular courses because of certain physical defects, were it not for the fact that special emphasis is given in this school to fitting the students for occupations which will make them wage earners in spite of their physical handicaps. The school is designed to educate blind and deaf children, and those partially so afflicted, by giving them at least the equivalent of a regular primary education, and by making of them, so far as possible, self-supporting citizens. Board, tuition, laundry, books, and other equipment are furnished from Insular funds to eligible pupils free of charge. The pupils, however, furnish their own clothing and defray their incidental expenses.

The following table shows the December enrolment in this school for the past two years:

Year	Boys	Girls	Total
1923	56	30	86
1924	64	28	92

Specialized Instruction Given for the Deaf and the Blind

The books used by the blind are in Braille, a system of raised points read with the fingers. The pupils learn to read and to write with astonishing speed, and prepare their lessons from assignments practically as other children do. The introduction of lip-reading and voice training for the deaf has meant a long stride forward, and it is hoped that the pupils receiving this instruction, aided by their industrial training, will eventually be able to compete with normal persons in the business world.

EDUCATION AMONG THE NON-CHRISTIANS

The Aim of Education Among the Non-Christians

As has been pointed out in annual reports of this Bureau for many years, the most important aim of education among the non-Christians is to make available for these people the same facilities for culture and for economic advancement that are enjoyed by the more accessible groups of people elsewhere in the Islands.

Education an Accepted Need Among the Pagans

In the pagan communities which constitute the greater part of the non-Christians, the interest in education has been excellent. The demand for schools in these communities has been greater than the facilities and funds available for their successful operation. Despite the isolation of most of these schools, the work they accomplish is relatively successful. Schools for these people are operated in large numbers in the Mountain Province and in Nueva Vizcaya, and, to a more limited extent, in a few other provinces.

Schools Among Pagans

The schools among the different groups of pagans have a far-reaching effect upon the development of the community. The local leaders of these people are, without exception, friendly toward efforts to give them the same educational advantages enjoyed by their lowland neighbors. Parents are as willing to have their daughters attend school as they are to have their sons educated. In fact, in many pagan groups the woman takes an important part in all home activities and in all family decisions. One of the difficulties incident to school work among these people is the all-too-common practice of very early marriage, especially of girls. Sentiment against this practice will be brought about in time, for education plays an important part in the evolution beyond outworn customs and traditions.

In general, the school work among Mohammedans has progressed less satisfactorily than among the pagans, owing partly to local sentiment and partly to unsettled conditions. In Mohammedan communities, impressions are current adverse to the influence of popular education upon the home life and customs of the people. Because of this, the expansion of the school system, even with abundant funds at the disposal of this Bureau, is bound to be very slow indeed. In some Mohammedan districts, however, notably in Sulu, very successful schools were maintained throughout the year, and in other places where schools had to be closed for lack of attendance, assurance was recently given by the leading citizens of the communities concerned that the needed support will be forthcoming if the schools are opened again.

Schools Among Mohammedans

In many communities, the Mohammedans are continuing to take interest in the education of girls. In certain large and prosperous Mohammedan districts, the people are now beginning to recognize such an education as a desirable factor in the progress of the race. Notwithstanding setbacks, it is becoming on the whole less difficult than ever before to maintain Mohammedan schools and especially to secure the enrolment of girls.

Educating Mohammedan Girls

Health instruction occupies a very important place in the curriculum of non-Christian schools. This has resulted in higher standards of living, improved conditions of sanitation, and better health among children of the communities in which schools have been in operation.

Health Instruction

In every non-Christian community where conditions are favorable, the instruction given in the schools is centered around a school farm where the pupils combine academic training with actual practice in growing food crops. Not infrequently the food crops thus produced by the pupils provide both student body and parents with a much more healthful diet than that to which they had previously been accustomed. The girls in such schools are taught plain sewing to train them to make their own clothing. Many of these schools, called "rural schools of agriculture," have already been discussed in a previous section of this report.

Agricultural Instruction

EDUCATIONAL TESTS AND MEASUREMENTS

The use of tests and measurements in the Philippine public-school system is not new, but the work has never before been organized and directed from the General Office. Reports from divisions show that, during the past five years at least, such tests have been used for the following purposes:

Uses to Which These Tests Have Already Been Put

1. Testing applicants for the teaching service.
2. Sectioning high-school pupils, especially in the first year.
3. Testing teachers to determine their fitness for positions of greater responsibility.
4. Testing applicants for provincial scholarships.
5. Testing applicants for admission to the Philippine Normal School.
6. Testing achievement and progress of pupils in silent reading, in arithmetic, in language, in high-school Spanish, and in several combinations of subjects.
7. Furnishing a means of competition among teachers at normal institutes.
8. Testing fitness for certain vocational occupations.

A Testing Section Organized in the General Office

Since educational tests and measurements have passed the uncertain experimental stage during which all such devices are subject to unfavorable criticism, there has been organized in the Academic Division of the General Office a section to systematize and to direct the work of testing and research. This section has assembled all past reports on the use of such tests in the field, has called for reports not previously submitted, has sent out the first series of original vocabulary tests, and has offered suggestions for conducting testing programs.

The "Philippine Vocabulary Test"

The "Philippine Vocabulary Test, Intermediate Series, Scale I," the first original test adapted to Philippine conditions, was distributed during the latter part of 1924, and was tried out in the intermediate schools of 49 divisions and in the first year of several high schools. The results obtained in the one high school which submitted a report exactly paralleled (by class averages) the results of the "Otis Intelligence Test" previously given. This suggests the possibility of using the vocabulary test to section classes by ability, if standard intelligence tests are not immediately available.

In addition to this vocabulary test, there were also devised paragraph-reading tests, which have been evaluated and will in time be standardized for use in the public schools. The testing section is now working on arithmetic-reasoning tests, composition and silent-reading tests, and on standards for speed and quality in handwriting. An endeavor will be made to train for each division a certain number of teachers capable of giving such tests accurately and interpreting their results intelligently.

Other Tests in Preparation

BUILDINGS AND SITES

Act 2894 of the Philippine Legislature, granting authority to municipalities to incur indebtedness and issue bonds to provide funds for the construction of school buildings and other public improvements, was repealed by Act 3120. As a result, many important building projects have temporarily been abandoned for lack of funds. Owing to the passage of Act 3014 providing that all funds of the bond sinking fund held in trust by the Insular Treasurer shall be invested only in the retirement of bonds issued by the Government of the Philippine Islands, the Insular Government has also discontinued the practice of granting loans to municipalities. This has affected the building program of this Bureau, since many municipalities even with ample resources, are not able to secure loans from the Insular Government. In other countries, notably the United States, school buildings are constructed by means of bond issues, thus enabling towns and cities to provide better school buildings and school facilities than they would be able to obtain if they were forced to build only when sufficient money for the total project had accumulated from current revenues.

Shortage of Funds for Building Purposes

In most municipalities a building fund is maintained and added to from year to year. This fund is sometimes supplemented by means of voluntary contributions, by transfers from general to school funds, and by Insular funds appropriated in small amounts by the Philippine Legislature. So great is the demand for school buildings, however, that the sum total of the funds enumerated above is entirely inadequate to provide the municipality of average size and resources with adequate buildings. It would therefore seem that the only satisfactory way to solve the question of providing school buildings for municipalities is by means of bond issues. It is hoped that the Legislature will realize the importance of this question, and provide adequate legislation authorizing provinces, munic-

Bond Issues for School Building Purposes Should Be Authorized

ipalities, and chartered cities to incur indebtedness and to issue bonds for the construction of school buildings.

School Buildings Constructed During 1924

Under Act 3145, making appropriations for public works for the year 1924, only two items were approved for the construction of school buildings: ₱110,000 for the construction of the Iloilo Normal School and ₱25,000 for the construction of storehouses in the agricultural schools of regular provinces. Consequently, very little building construction was carried on from Insular funds during the year for which this report is submitted. By means of provincial and municipal appropriations and by voluntary contributions, however, some school buildings were constructed during the year 1924, among the most important of which are the following: a 47-room elementary-school building in the district of Singalong, Manila; a 20-room high-school building in the Province of Albay; a 20-room elementary-school building in Paete, Laguna; a 17-room high-school building in the Province of Tarlac; a 15-room elementary-school building in Cabatuan, Iloilo; a 13-room primary-school building in Concepcion, Tarlac, and a similar elementary-school building in Clarin, Misamis; 10-room buildings for the Surigao High School, the Guindulman (Bohol) Elementary School, and the Abuyog (Leyte) Elementary School; and 7-room buildings for the Quezon Central School (Tayabas), the Talavera Central School (Nueva Ecija), and the Hagonoy Elementary School (Bulacan).

Progress in Construction of Normal-School Buildings

The new normal-school building in Cebu has been completed and occupied, and in Ilocos Norte a building of the same type is practically completed and will soon be ready for use. Work has been resumed on the construction of the normal-school building in Iloilo.

Memorial School Buildings Constructed

Memorial school buildings have been constructed in the Provinces of Bulacan, Batangas, Cavite, Bataan, and Leyte from special plans prepared by the consulting architect of the Bureau of Public Works. They are as follows: the M. H. del Pilar Memorial School building, Bulacan, Bulacan, costing somewhat under ₱23,000, exclusive of land, and constructed from funds provided for in Act 2794; the General Miguel Malvar Memorial School building, Santo Tomas, Batangas, costing ₱23,410.30, and the General Trias Memorial School building in General Trias, Cavite, costing ₱21,338.26—both provided for in Act 3015; the

No. 10 of the Human Pyramids in the playground demonstration at Angeles, Pampanga.

Pupils using the newly constructed playground apparatus, Gandara Elementary School, Samar.

Folk dance, Cebu.

Folk dance by first-grade girls, Zamboanga.

Cayetano S. Arellano Memorial School building, Orion, Bataan, estimated to cost ₱17,400, from funds provided in Act 3020; and the Ferdinand Magellan Memorial School building on the Island of Limasawa off the southern coast of Leyte, constructed from funds voted under Act 3040, costing ₱14,106.88.

The following table shows for December, 1924, the number of Government-owned school buildings as compared with the corresponding data for December, 1923:

Description	December, 1923	December, 1924	Increase	Percentage of Increase
School buildings:				
Permanent	1,408	1,537	129	9.16
Mixed material	1,299	1,431	132	10.16
Temporary	3,691	3,858	167	4.52
Total	6,398	6,826	428	6.69
Rooms:				
In permanent buildings	7,762	8,477	715	9.21
In mixed-material buildings	3,304	3,683	379	11.47
In temporary buildings	8,029	8,680	651	8.11
Total	19,095	20,840	1,745	9.14

Acquisition of New School Sites

During the year for which this report is submitted, a large number of school sites have been acquired either by purchase, by donation, or by means of government reservation. In many cases, large and valuable sites have been acquired by donation, thus demonstrating the interest of the people at large in the public schools and the very laudable desire to provide better school facilities for children. The following table shows the sites reserved for school purposes by proclamation of His Excellency, the Governor-General, from the public-domain:

Location	Area (square meters)	Number of proclamation	Date of proclamation
Barrio of Sinoron, Santa Cruz, Davao	13,602	2	Jan. 7, 1924
Barrio of Santa Cruz, Santa Cruz, Davao	37,999	2	Jan. 7, 1924
Barrio of Bolton, Santa Cruz, Davao	239,964	2	Jan. 7, 1924
Barrio of Doul, Santa Cruz, Davao	228,067	2	Jan. 7, 1924
Barrio of Balutakay, Santa Cruz, Davao	165,919	2	Jan. 7, 1924
Barrio of Matinao, Santa Cruz, Davao	230,129	2	Jan. 7, 1924
Barrio of Blocon, Santa Cruz, Davao	692,735	2	Jan. 7, 1924
Gattaran, Cagayan	10,272	13	March 15, 1924
Barrio of Nagbalayong, Moron, Bataan	5,191	15	May 8, 1924
Barrio of North Ubian, municipal district of Pangutaran, Island of Jolo, Sulu	35,600	18	July 4, 1924
Barrio of Tagbak, municipal district of Maimbung, Island of Jolo, Sulu	38,539	18	July 4, 1924
Barrio of Santa Maria, Castillejos, Zambales	10,974	24	Aug. 14, 1924
Numancia, Surigao	11,933	28	Oct. 7, 1924
Barrio of San Benito, Numancia, Surigao	7,360	28	Oct. 7, 1924
Barrio of Rizal, Numancia, Surigao	11,408	28	Oct. 7, 1924
Barrio of San Juan, Botolan, Zambales	2,485	30	Oct. 8, 1924
Poblacion, Subic, Zambales	11,281	31	Oct. 20, 1924
Barrio of Bulipungpung, municipal district of Tapul, Sulu	3,200	34	Oct. 21, 1924
Township of Bontoc, Bontoc, Mountain Province	46,040	39	Nov. 25, 1924

PROBLEMS OF FINANCE

The limited amount of money available for school purposes from the various governmental sources—Insular, provincial, and municipal—has seriously affected the work of the public schools.

Public Schools Facing a Financial Crisis

When the great financial crash came in 1921–22, and the Insular aid for 1922 had to be kept at the same figure as in 1921 instead of providing for the very considerable increase planned when the "Thirty-Million-Peso Act" was approved in 1918, some school divisions were very much embarrassed, since the increased enrolment in June, 1921, necessitated very much larger expenditures in 1922 than those called for in 1921. Some of these provincial school systems were at once curtailed; others managed to eke out a bare existence for several years afterwards, partly by appealing for voluntary contributions, partly by economizing here and there, partly by securing increased transfers from general funds, and partly by gradually drawing on accumulated balances of cash on hand. In many divisions, the yearly increase in the school enrolment had so thoroughly awakened the people's desire for education that the local pressure to continue such increases could not be resisted by the school authorities, especially when transfers from general funds were offered with which to finance such extension. These transfers were likewise often secured by drawing on accumulated cash on hand in the general treasury, with the result that, after a few years, repetitions of such transfers could not be secured, and much of the recent extension work was left unprovided for financially. The school system is now faced with the possibility of having to close numerous schools opened because of promises of general-fund transfers which were not always forthcoming. Many divisions have announced the policy, heartily approved by this Office, of refusing to consider transfers from general funds as permanent sources of school revenue for the opening and maintenance of additional schools, although such transfers are still necessary for the support of schools already in operation.

Voluntary-Contribution System Revived

During the year covered by this report, 97 municipalities in 18 provinces requested authority to solicit and receive voluntary contributions from the people, in order to supplement the regular school-fund revenue and to keep all existing schools in operation. Since the collection of these contributions was the alternative to the closing of many elementary schools, the

Bureau of Education officials felt constrained to recommend approval of the authority requested. Later in the year, to obviate the necessity for the collection of these voluntary contributions but at the same time to continue the operation of all elementary schools until December 31, 1924, a bill appropriating the sum of ₱200,000 for distribution as additional aid to the various municipalities in the Islands was passed by both houses of the Philippine Legislature. Because of lack of unappropriated funds in the Insular Treasury, the bill in question was vetoed by the Governor-General.

Preliminary Explanation of Tables of Expenditures

Before listing and commenting upon the tables of governmental income for school purposes, it is desired to point out two factors in this connection which, unless explained, might convey misleading impressions. In the first place, it is a matter of common knowledge that, due to the higher cost of living, the peso, like all other standards of currency, has fallen in relative value. Since pesos and dollars have less purchasing power today than in 1914, this factor must be considered when comparison is made between the expenditures of the Government per pupil in 1923 with similar expenditures in preceding years. Thus, equal amounts of money or equal expenditures per capita or per pupil, in different years, do not necessarily stand for equal amounts of goods bought. In the second place, the figures listed in this section are based on average totals for all public-school education (below college grade). The cost of education per primary pupil is lower than the figures shown, while the cost of secondary education generally lies slightly above the average cost shown.

1923 Total Expenditures for Public-School Purposes

Since the figures representing the 1924 provincial and municipal-school expenditures will not be available until late in 1925, the net total of 1924 governmental expenditures—Insular, provincial, and municipal—is not yet known. The following table, therefore, shows only the net total of 1923 expenditures for public-school purposes together with the 1923 governmental expenditures per capita and per pupil, as compared with the corresponding data for each of the six years immediately preceding. Attention is invited to the fact that these figures are the most accurate that could be obtained from published reports. There is strong evidence that the provincial school expenditures include large amounts of Insular money already included under

Insular expenditures, the total therefore being considerably larger than it really should be:

Year	Net Total of Governmental Expenditures for Public-School Purposes	Governmental Expenditure per Capita[1]	Governmental Expenditure per Pupil[2]
1917	₱9,222,321.32	₱0.915	₱16.129
1918	10,881,699.97	1.055	19.180
1919	14,271,126.55	1.353	22.489
1920	18,211,539.70	1.687	23.183
1921	22,301,718.29	2.020	24.062
1922	22,068,939.58	1.909	22.249
1923	22,202,532.49	1.921	21.780

[1] Expenditure per capita is figured on the basis of the total population estimates given in Table I of Appendix F.

[2] Expenditure per pupil is figured on the basis of average monthly enrolment for all the school months in the fiscal year except June, the opening month, during which many of the primary pupils are held out of school because of the normal institutes that are then in session.

Interpretation of the Table

A study of this table shows that while the net total of 1923 governmental expenditures was ₱133,592.91 more than the net total of 1922 expenditures, it was ₱99,175.80 less than the net total of 1921 expenditures; that while the expenditure per capita in 1923 was about one centavo more than the expenditure per capita in 1922, it was about ten centavos less than the expenditure per capita in 1921; and that the 1923 expenditure per pupil was about 47 centavos less than the 1922 expenditure per pupil, and about ₱2.28 less than the 1921 expenditure per pupil. This comparison clearly shows that during the years 1922 and 1923 the public schools did not receive the increased financial support that the growing attendance justified. If the efficiency of the school system is to be maintained, either the enrolment must be reduced, or the school income increased.

1924 Insular Expenditures for Public-School Purposes

The following table shows the net total of 1924 Insular expenditures for public-school purposes, together with the increase and percentage of increase in the total of these Insular expenditures, as compared with corresponding data for each of the six years immediately preceding:

Year	Net Total of Insular Expenditures for Public-School Purposes	Increase (+) Decrease (—)	Percentage of Increase (+); of Decrease (—)
1917	₱5,176,788.42		
1918	6,067,277.33	+ ₱890,488.91	+ 17.20
1919	10,087,449.92	+4,020,172.59	+ 66.26
1920	12,802,247.83	+2,714,797.91	+ 26.91
1921	14,313,825.35	+1,511,577.52	+ 11.81
1922	14,884,237.76	+ 570,412.41	+ 3.99
1923	14,440,716.69	— 443,521.07	— 2.98
1924	14,866,962.14	+ 426,245.45	+ 2.95

This table shows that while the net total of Insular expenditures for schools in 1924 was ₱426,245.45 more than in 1923, it was ₱17,275.62 less than in 1922, in spite of the increased enrolment in 1924 over that of 1922.

Provincial Expenditures for Public-School Purposes

Since the figures representing 1924 expenditures from provincial funds for public-school purposes are not yet available, the following table shows only the actual contribution of the provinces in 1923 to the support of provincial high, normal, agricultural, farm, trade, and commercial schools, together with the increase and percentage of increase in the actual contributions of the provinces to the support of these schools, as compared with corresponding data for each of the five years immediately preceding. As mentioned in connection with Insular expenditures, the figures below include Insular aid in many cases, and they also include the expenditures of the City of Manila, which is regarded for such purposes as a province:

Year	Net Total of Provincial Expenditures for Public-School Purposes	Increase (+) Decrease (—)	Percentage of Increase (+); of Decrease (—)
1917	₱431,018.20		
1918	715,614.63	+ ₱284,596.43	+ 66.03
1919	468,124.58	— 247,490.05	— 34.58
1920	1,050,492.28	+ 582,367.70	+124.40
1921	3,278,606.40	+2,228,114.12	+212.10
1922	2,463,632.87	— 814,973.53	— 24.86
1923	2,657,264.74	+ 193,631.87	+ 7.86

It may be noted from a study of this table that although the net total of provincial expenditures for schools in 1923 was ₱193,631.87 more than the net total of the 1922 provincial expenditures, it was ₱621,341.66 less than the net total of those of 1921.

Municipal Expenditures for Public-School Purposes

As in the case of provincial expenditures, the figures representing expenditures in 1924 from municipal funds are not now obtainable, hence only the actual contribution of the municipalities during 1923 to the support of municipal schools is shown in the following table, as compared with corresponding data for the five years immediately preceding, together with the increase and percentage of increase in the actual contribution of the municipalities to the support of the schools:

Year	Net Total of Municipal Expenditures for Public-School Purposes	Increase (+) Decrease (−)	Percentage of Increase (+); of Decrease (−)
1917	₱3,614,514.70		
1918	4,098,808.01	+₱484,293.31	+13.40
1919	3,715,552.05	− 383,255.96	− 9.35
1920	4,358,799.59	+ 643,247.54	+17.31
1921	4,709,286.54	+ 350,486.95	+ 8.04
1922	4,721,068.95	+ 11,782.41	+ .25
1923	5,104,551.06	+ 383,482.11	+ 8.12

It may be noted from a study of this table that since 1919 there has been a constant increase every year in the net total of municipal expenditures. That this increase, however, has been insufficient to provide for the growing attendance in municipal schools is shown by the fact that every year it has been necessary to resort to the collection of voluntary contributions to prevent the closing of schools on account of shortage of funds.

Voluntary Contributions

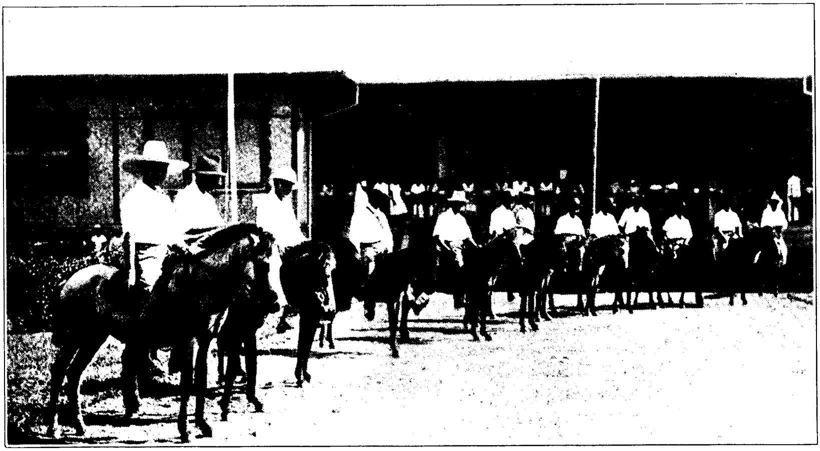
The following table shows the amount of voluntary contributions collected during the school year 1923–24 for the support of public schools, together with the increase and percentage of increase in these contributions as compared with corresponding data for each of the seven school years immediately preceding:

Year	Total of Voluntary Contributions to Public-School Support	Increase (+) Decrease (—)	Percentage of Increase (+); of Decrease (—)
1916-17	₱478,802.61		
1917-18	617,399.77	+₱138,597.16	+28.95
1918-19	682,549.58	+ 65,149.81	+10.55
1919-20	799,537.84	+ 116,988.26	+17.14
1920-21	1,347,124.34	+ 547,586.50	+68.49
1921-22	1,498,110.63	+ 150,986.29	+11.21
1922-23	1,191,059.26	— 307,051.37	—20.50
1923-24	1,354,589.12	+ 163,529.86	+13.73

Present Financial Condition of Public Schools

As a result of the sudden canceling of the extension program financed by the "Thirty-Million-Peso Act," two years before the provisions of the Act were to cease, a greatly extended school system was left on our hands without adequate provision for its proper maintenance and judicious extension. A study of the public-school finances throughout the Islands reveals the fact that the regular financial resources, including Insular aid, are barely sufficient to meet the expense of teachers' salaries as they now stand, providing little or nothing in most cases for replacement of buildings, for purchase of adequate equipment, or even for the necessary school supplies. Payments on large loans contracted by municipalities in times of prosperity, are still being made

Mothers Day-1924. Gigaquit, Surigao.



Educational trip of Pura District principals and teachers to all schools of the district, covering 56 kilometers in a single day, October 25, 1924, Tarlac.

Act II of "Rigoletto" as produced by Marinduque High-School students.

Junior Red Cross Dental Clinic, Daet, Camarines Norte.

from greatly depleted funds, at the expense of current school necessities. Many school buildings of permanent construction are not insured, because the municipalities in question cannot spare the funds with which to pay the insurance premiums. Inequalities of salaries, caused by the appointment of teachers of higher attainments than their predecessors, cannot be satisfactorily remedied unless the financial situation is bettered.

Additional Funds Urgently Needed

With the present sources of school revenue, it will not only be impossible to extend the present school system further, but it may also become necessary to curtail it in the near future when replacements of buildings become necessary. Legislation providing for additional optional or required means of securing school revenue, would seem to be in order, the alternative being a permanent diversion to the school fund of an adequate portion of the present general revenues.

LEGISLATION (SECURED AND DESIRED)

The year 1924 covered the latter half of the second session and the whole of the third session of the Sixth Philippine Legislature.

Public-School Survey Secured

For some time past, the Bureau of Education has endeavored to secure appropriations for a survey of the Philippine public schools. To this end, a recommendation was made in 1920 for the inclusion of an item of ₱25,000 in the annual Insular budget to carry out this project, but no action was taken on the proposal. In 1921 a similar recommendation was made, but again no action was taken. In the second session of the Sixth Philippine Legislature (1924), Act 3162 providing for a fund of ₱40,000 to make the survey possible was passed, and in the third session this amount was increased to ₱100,000 by Act 3196. A copy of this Act as it amends Act 3162 is printed in full in Appendix D of this report.

Return Travel Expenses for Teachers Secured

Of more personal interest to the teachers of this Bureau, Act 3186, also printed in full in the same appendix, provides reimbursement of a graduated portion of the actual return traveling expenses to the place of residence in the United States or in a foreign country at the time of appointment to teachers under regular appointment who resign or go on leave at the end of three, four, and five years of service. In the long run, the provisions of this Act will cost the Government little or no extra expense, since teachers will be induced to remain in the service who would otherwise resign at the expiration of their contracts. Thus it will be unnecessary to fill vacancies every two years with new teachers appointed in the United States and allowed official transportation to the Philippines.

Osmeña Law Re-enacted

Another Act of personal interest to the teachers is Act 3189 which further amends Act 2589 by extending to June 30, 1925, the period during which applications for the benefits of the latter act, commonly known as the Osmeña Law, may be filed: Teachers who have rendered from six to ten or more years of service may thus retire and be entitled to a gratuity ranging from 60 per cent to 100 per cent of a full year's salary.

Permanent and Adequate School Revenues Not Yet Secured

In 1923, the last increment (in reduced amount) of Act 2782, commonly known as the "Thirty-Million-Peso Act," was spent. At the time this Act was passed (1918), it was hoped that before its expiration measures would be approved to provide for a permanent source of income for school purposes, sufficient to meet the needs of the enlarged system both as to maintenance and as to judicious extension. No such measures have as yet been approved, in spite of the fact that the need is most pressing.

Financial Legislation Urged by Bureau of Education

This Bureau has from time to time urged various measures which would tend to provide more permanent and more adequate sources of revenue for school purposes. Among these may be mentioned the following:

1. A larger participation in the present Insular revenues, preferably with more or less fixed amounts guaranteed over a term of years.
2. Legislation offering municipalities opportunities to tax themselves to a greater extent than at present when additional school facilities are needed.
3. Legislation providing for a provincial school fund with a definite and adequate source of revenue such as a certain fixed percentage of the general provincial revenues.

Possible Sources of Additional School Revenue

Among the definite sources of additional school revenue suggested at various times by this Bureau are the following:

1. An increase of the land tax.
2. An increase of the cedula tax.
3. A greater participation of the school fund in the distribution of the internal-revenue tax.
4. A diversion to the school fund of the proceeds of certain taxes, such as the inheritance tax, the income tax, etc.

Present System of General-Fund Transfer Unsatisfactory

A large number of municipalities transfer yearly from their general funds to the school funds. Such entirely voluntary action is generous on the part of the councils and indicates a strong desire to further public education. The procedure is not satisfactory, however, as the amounts vary from year to year, and often schools opened on the strength of such transfers are later placed in a precarious situation by the failure of councils to repeat the transfers. A law permitting municipalities to assign permanently to the school fund the proceeds of certain taxes now accruing to the general fund, would tend to relieve this situation to the satisfaction of all concerned.

A Word of Caution Relative to Future Extension Plans

It is believed timely to sound a note of warning in connection with any proposed extension of the school system. Municipal councils and other legislative bodies are often willing—although not always able—to furnish additional funds if new schools or classes are to be opened. In view of the present condition of the school system, however, large additional amounts of money are urgently needed first of all to improve the present schools, before any new extension work is undertaken. A situation in which almost all available regular sources of revenue are needed to pay teachers' salaries is not a healthy one, and any additional revenue should first be used to provide funds for the following urgent necessities:

1. Construction and repair of buildings.
2. Purchase of needed equipment.
3. Purchase of needed supplies, such as academic aids and supplementary readers.
4. Purchase of sites.

When these fundamental material needs have been adequately satisfied, attention should be given to the development of the teacher-training institutions without which further extension of an efficient school system is impossible.

APPENDIXES

Appendix A.—BUREAU OF EDUCATION PERSONNEL

December 31, 1924

THE DIRECTORATE

LUTHER B. BEWLEY, Director of Education[1]

GABRIEL R. MAÑALAC, Acting Director of Education[2]

THE GENERAL OFFICE

GEORGE R. SUMMERS, Assistant to the Director.
Miss MARY E. POLLEY, Acting Chief of the Academic Division.[3]
NORTH H. FOREMAN, Superintendent of Agricultural Education and Acting Chief, Industrial Division.
PETER GRADY GARRETT, Editor.[4]
Miss MARTHA D. RING, Acting Editor.[5]
JOSE A. DE KASTRO, Chief Clerk.[6]
MARIANO G. DEL ROSARIO, Chief Accountant.
ALBERTO DALUSUNG, Property Officer.
FULGENCIO VEGA, Chief of the Records Division.

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[1] Luther B. Bewley went on leave of absence to the United States August 4, 1924.

[2] Gabriel R. Mañalac, Assistant Director, became Acting Director August 4, 1924.

[3] Miss Mary E. Polley was appointed Acting Chief of the Academic Division effective May 24, 1924, in view of the transfer of Roy K. Gilmore to the Philippine Normal School as Superintendent.

[4] Peter Grady Garrett went on leave of absence to the United States July 22, 1924.

[5] Miss Martha D. Ring became Acting Editor July 23, 1924.

[6] Jose A. de Kastro returned from the United States October 1, 1924.

THE FIELD

Superintendents

Name	Province or School	Headquarters
Salustiano Vibar (Acting)	Abra	Bangued
Carl B. Crabtree (Acting)	Agusan	Butuan
Samuel J. Wright	Albay	Albay
Santiago Dumlao	Antique	San Jose
Venancio Nebrida	Bataan	Balanga
Carmelo P. Quintero (Acting)	Batanes	Basco
Leodegario Victorino	Batangas	Batangas
Daniel E. Clancy (Acting)	Bohol	Tagbilaran
William H. Pickell	Bukidnon	Malaybalay
Walter G. M. Buckisch	Bulacan	Malolos
Sylvester C. Kelleher	Cagayan	Tuguegarao
Vicente Garcia	Camarines Norte	Daet
Ernest Schaffner (Acting)	Camarines Sur	Naga
Jesse W. Light	Capiz	Capiz
Lewis P. Willis (Acting)	Cavite	Cavite
John J. Heffington	Cebu	Cebu
Ernest H. Oesch (Acting)	Central Luzon Agricultural School.	Muñoz, Nueva Ecija
James E. McCall	Cotabato	Cotabato
James M. Swartz	Davao	Davao
Charles V. Cline	Ilocos Norte	Laoag
B. Fielden Nutter	Ilocos Sur	Vigan
O. H. Charles	Iloilo	Iloilo
John H. Manning Butler	Isabela	Ilagan
Roderick G. McLeod	Laguna	Santa Cruz
Ralph E. Spencer	Lanao	Dansalan
Frederick J. Waters	Leyte	Tacloban
H. A. Bordner	Manila	Manila
Florentino Cayco (Assistant)	Manila	Manila
Dwight W. Hiestand	Marinduque	Boac
Prudencio Langcauon (Acting)	Masbate	Masbate
Cenon Monasterial	Mindoro	Calapan
Arnold E. Bartlett	Misamis	Cagayan
John C. Early	Mountain	Bontoc
Luther Parker (Acting)	Nueva Ecija	Cabanatuan
Roy D. Bennett	Nueva Vizcaya	Bayombong
Charles A. Blue	Occidental Negros	Bacolod
Frederick G. Roth	Oriental Negros	Dumaguete
Justo Ramos	Palawan	Cuyo
Adam C. Derkum	Pampanga	San Fernando
Edward J. Murphy	Pangasinan	Lingayen
Carl Rydell	Philippine Nautical School	Pasay, Rizal
Roy K. Gilmore	Philippine Normal School	Manila
Robert L. Barron	Philippine School of Arts and Trades.	Manila
Quirino San Buenaventura (Acting)	Rizal	Pasig
Cecilio Putong (Acting)	Romblon	Romblon
Charles E. Hoye Frank L. Meinke[1]	Samar	Catbalogan
Antonio Nera	Sorsogon	Sorsogon
Robert Clauson	Sulu	Jolo
John H. McBride, Jr.	Surigao	Surigao
Arthur C. Wittman (Acting)	Tarlac	Tarlac
Gilbert S. Perez	Tayabas	Lucena
Benito Pañgilinan	Union	San Fernando
Celedonio Salvador (Acting)	Zambales	Iba
Fernando V. Bermejo	Zamboanga	Zamboanga

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[1] Frank L. Meinke returned from leave of absence on December 31, 1924, and was assigned to Samar to take the place of Charles E. Hoye who had signified his intention of resigning.

Principals of Insular Schools

Miss BELLE MURPHY, Philippine School of Commerce, Manila.

Miss JULIA HAYES, School for the Deaf and the Blind, Pasay, Rizal.

Superintendents on Special Assignments

THOMAS J. MCQUAIDE, Superintendent of Private Schools, Manila.

VICTOR OBLEFIAS (Acting), Camarines Agricultural School, Pili, Camarines Sur.

Superintendents on Leave in the United States

JOHN F. BROWN, on leave since March 15, 1924.
WILLIAM R. HAMME, on leave since March 31, 1924.
J. SCOTT MCCORMICK, on leave since June 2, 1924.
ELBERT O. PARKER, on leave since June 25, 1924.
RALPH F. RAWSON, on leave since June 27, 1924.
ARTHUR G. SPILLER, on leave since September 1, 1924.
JAMES ARTHUR WRIGHT, on leave since June 30, 1924.

Separation of Superintendents from the Service

EGBERT M. SMOYER, resigned October 29, 1924.

Appendix B.—COURSES OF STUDY

PRIMARY COURSE OF STUDY

First Grade	Second Grade	Third Grade	Fourth Grade
Language, conversational English, good manners and right conduct, and civics, hygiene, and sanitation (525).[a] Reading (300). Phonics (50). Number work (150). Writing (100). Music (100). Drawing (75). Physical education (125).[b]	Language, conversational English, good manners and right conduct, and civics, hygiene, and sanitation (350).[a] Reading (300). Phonics (50). Arithmetic (150). Spelling (50). Writing (75). Music (125). Drawing (75). Physical education (125).[b] Industrial work: Boys: Handweaving, or making of native baskets, or gardening, or club work (200). Girls: Sewing, or club work (200).	Language, conversational English, good manners and right conduct, and civics, hygiene, and sanitation (350).[a] Reading (200). Phonics (50). Arithmetic (200). Spelling (50). Writing (75). Music (100). Drawing (75). Home geography (150). Physical education (125).[b] Industrial work: Boys: Making of mats, handbags, etc., or hat making, or making of native baskets, or gardening, or club work (250). Girls: Sewing three times a week (150) and embroidery, or lace making, or crocheting, or hat making, or club work twice a week (100).	Language, conversational English, good manners and right conduct, and civics, hygiene, and sanitation (375).[a] Reading (200). Phonics (50). Arithmetic (200). Spelling (50). Writing (75). Music (100). Drawing (75). Geography (175). Physical education (125).[b] Industrial work: Boys: Macramé, or making of mats, handbags, etc., or hat making, or advanced basketry, or slipper making, or carving, or woodworking, or making of brushes and brooms, or gardening, or pottery making, or club work (300). Girls: Sewing twice a week (120) and embroidery, or lace making, or tatting, or crocheting, or hat making, or club work three times a week (180).

The figures in parentheses indicate the number of minutes a week, the number of recitations a week being five unless otherwise stated.

[a] Opening exercises are included with language, conversational English, good manners and right conduct, civics, hygiene, and sanitation, since this period is devoted to instruction in conduct, civics, and health.

[b] Exclusive of the fifteen-minute recess period given to group games and spontaneous play.

INTERMEDIATE COURSES

GENERAL COURSE

Fifth Grade	Sixth Grade	Seventh Grade
Opening exercises (50). Reading (200). Language (200). Spelling (50). Phonics (50). Conversational English twice a week (40); good manners and right conduct and civics, hygiene, and sanitation three times a week (60). Arithmetic (200). Geography (200). Writing (100). Drawing once a week (80). Music (100). Industrial work: Boys: Making of mats, handbags, etc., or hat making, or basket making, or slipper making, or woodworking, or furniture making, or gardening, or club work four times a week (320). Girls: Cooking and housekeeping (80); sewing (80); and embroidery, or lace making, or crocheting, or club work four times a week (160). Physical education (200).	Opening exercises (50). Reading (200). Language (200). Spelling (50). Phonics (50). Conversational English twice a week (40); good manners and right conduct and civics, hygiene, and sanitation three times a week (60). Arithmetic (200). Geography (200). Writing (100). Drawing once a week (80). Music (100). Industrial work: Boys: Gardening or club work four times a week (320). Girls: Cooking and housekeeping (160); sewing (80); and embroidery, or lace making, or crocheting, or club work four times a week (80). Physical education (200).	Opening exercises (50). Reading (200). Language (200). Spelling (50). Phonics (50). Conversational English twice a week (40); good manners and right conduct three times a week (60). Arithmetic (200). Physiology, hygiene, and sanitation (200). Philippine history and government (200). Drawing, for boys only, twice a week (160). [a] Industrial work: Boys: Woodworking, or furniture making three times a week (240); or gardening or club work (400). [a] Girls: Cooking, housekeeping, and home nursing (240); sewing (80); and embroidery, or lace making, or crocheting, or loom weaving, or club work (80). Physical education (200).

The figures in parentheses indicate the number of minutes a week, the number of recitations a week being five unless otherwise stated.

[a] Seventh-grade boys taking gardening or industrial work other than woodworking have gardening or industrial work five times a week and no drawing.

TRADE COURSE

Fifth Grade	Sixth Grade	Seventh Grade
Reading (200). Language (200). Spelling (50). Phonics (50). Conversational English twice a week (40); good manners and right conduct and civics, hygiene, and sanitation three times a week (60). Arithmetic (200). Drawing (400). Shopwork: Woodworking or ironworking (400).	Reading (200). Language (200). Spelling (50). Phonics (50). Conversational English twice a week (40); good manners and right conduct and civics, hygiene, and sanitation three times a week (60). Arithmetic (200). Drawing three times a week (240). Shopwork: Woodworking or ironworking (600).	Reading (200). Language (200). Spelling (50). Phonics (50). Conversational English twice a week (40); good manners and right conduct three times a week (60). Arithmetic twice a week (160). Drawing twice a week (160). Estimating once a week (80). Shopwork: Woodworking or ironworking (600).

The figures in parentheses indicate the number of minutes a week, the number of recitations a week being five unless otherwise stated.

INTERMEDIATE COURSES—Continued

FARMING COURSE

Fifth Grade	Sixth Grade	Seventh Grade
Reading (200). Language (200). Spelling (50). Phonics (50). Conversational English twice a week (40); good manners and right conduct and civics, hygiene, and sanitation three times a week (60). Arithmetic (200). Agriculture (200). Farm work (minimum 600). Drawing, carpentry, ironworking, and repair work on rainy days or when necessary.	Reading (200). Language (200). Spelling (50). Phonics (50). Conversational English twice a week (40); good manners and right conductand civics, hygiene, and sanitation three times a week (60). Arithmetic (200). Agriculture (200). Farm work (minimum 600). Drawing, carpentry, ironworking, and repair work on rainy days or when necessary.	Reading (200). Language (200). Spelling (50). Phonics (50), Conversational English twice a week (40); good manners and right conduct three times a week (60). Arithmetic (200). Agriculture (200). Farm work (minimum 600). Drawing, carpentry, ironworking, and repair work on rainy days or when necessary.

The figures in parentheses indicate the number of minutes a week, the number of recitations a week being five unless otherwise stated.

SECONDARY COURSES

THE GENERAL COURSE

Required Subjects

<table>
<tr><th>First Year</th><th colspan="2">Second Year</th><th colspan="2">Third Year</th><th>Fourth Year</th></tr>
<tr><td>Literature (4).
Current events (1).</td><td colspan="2">Literature and composition (5).</td><td colspan="2">Literature and composition (5).</td><td>Literature and composition (5).</td></tr>
<tr><td>Composition (5).</td><td>Physical geography (5).</td><td>General science (5).</td><td colspan="2">Biology (5D).</td><td>Economic conditions in the Philippines (5).</td></tr>
<tr><td>United States history (3).
United States government (2).</td><td colspan="2">General history (4).
Current events (1).</td><td colspan="2">General history (4).
Current events (1).</td><td>Philippine history and government (4).
Current events (1).</td></tr>
<tr><td>Algebra (5).</td><td colspan="2">Geometry (5).</td><td>Advanced algebra (5).</td><td>Review arithmetic (5).</td><td>Physics (5D).</td></tr>
<tr><td>Physical education:
Military drill (2).
Group games, etc. (3).</td><td colspan="2">Physical education:
Military drill (2).
Group games, etc. (3).</td><td colspan="2">Physical education:
Military drill (2).
Group games, etc. (3).</td><td>Physical education:
Military drill (2).
Group games, etc. (3).</td></tr>
</table>

Optional Subjects

First Year	Second Year	Third Year	Fourth Year
Music.	Music.	Spanish (5). Music.	Spanish (5). Music.

The figures in parentheses indicate the number of forty-minute periods a week. D = double or eighty-minute period.

SECONDARY COURSES—Continued

THE DOMESTIC-SCIENCE COURSE

Required Subjects

First Year	Second Year	Third Year	Fourth Year
Literature (4). Current events (1).	Literature and composition (5).	Literature and composition (5).	Literature and composition (5).
Composition (5).	Physical geography (5). General science (5).	Biology (5D).	Economics (5).
United States history (3). United States government (2).	General history (4). Current events (1).	General history (4). Current events (1).	Philippine history and government (4). Current events (1).
Embroidery or lace making (3D). Plain sewing (2D).	Housekeeping and cookery (3D). Plain sewing (2D).	Foods and cookery (3D). Embroidery or lace making (2D).	First aid, home care of sick, care and feeding of infants and of children (3D). Embroidery or lace making (2D).
Physical education (3).	Physical education (3).	Physical education (3).	Physical education (3).

Optional Subjects

First Year	Second Year	Third Year	Fourth Year
Music.	Music.	Spanish (5). Music.	Spanish (5). Music.

The figures in parentheses indicate the number of forty-minute periods a week. D = double or eighty-minute period.

SECONDARY COURSES—Continued

THE FOUR-YEAR NORMAL COURSE

First Year	Second Year	Third Year	Fourth Year
Literature (4). Current events (1).	Literature and composition (5).	Literature and composition (5).	Literature and composition (5).
Composition (5).	Reading (5).	Biology (5D).	Economics (5).
United States history (3). United States government (2).	General history (4). Current events (1).	General history (4). Current events (1).	Philippine history and government (4). Current events (1). Physiology, hygiene, and sanitation (5).
Arithmetic (5).	Physical geography (5). Geography (5).	Psychology (5). General methods (5).	School management (5). History of education (5).
Industrial work (3D). Drawing (2D).	Algebra (5).	Music (3). Writing (2).	Observation and teaching (5D).
Physical education (3).	Physical education (3).	Observation (3).	Physical education (3).

The figures in parentheses indicate the number of forty-minute periods a week. D = double or eighty-minute period.

THE FOUR-YEAR COMMERCIAL COURSE

First Year	Second Year	Third Year	Fourth Year
Literature (4). Current events (1).	Business English and spelling (5).	Business English and spelling (5).	Business English and spelling (5).
Composition (5).	Literature and composition (5).	Literature and composition (5).	Philippine history and government (5). Elements of economics (5).
United States history (3). United States government (2).	Stenography or bookkeeping (5).	Stenography or bookkeeping (5).	Stenography or bookkeeping and accounting (5).
Algebra (5).	Practical business arithmetic (5).	Commercial geography (5). Commercial law (5).	Spanish (5).
Penmanship (5).	Typewriting (5).	Spanish (5).	Typewriting (5).
Physical education (1).	Physical education (1).	Typewriting (5).	
		Physical education (1).	Physical education (1).

The figures in parentheses indicate the number of forty-minute periods a week.

SECONDARY COURSES—Continued

THE FOUR-YEAR TRADE COURSE

First Year	Second Year	Third Year	Fourth Year
English composition (5).	English (5).	English (5).	English (5).
Literature (4). Current events (1).	General history (5).	Solid geometry (5). Advanced algebra (5).	Physics (5).
Elementary algebra (5).	Plane geometry (5).	Mechanics (5).	Trigonometry (5). Review arithmetic (5).
Drawing (5D).	Drawing (5D).	Drawing (5D).	Drawing (5D).
Shopwork (3 hours daily).	Shopwork (3 hours daily).	Shopwork (3 hours daily).	Shopwork (3 hours daily).

The figures in parentheses indicate the number of forty-minute periods a week. D = double or eighty-minute period.

THE FOUR-YEAR FARMING COURSES

First Year	Second Year	Third Year	Fourth Year
English (5).	English (5).	English (5).	English (5).
Farm arithmetic (5).	Civic biology (5D).	Farm entomology (5D).	Farm physics (5D).
Physical education (2).	Physical education (2).	Physical education (2).	Physical education (2).
Field work [1] (4 hours daily for 6 days a week).	Field work [1] (4 hours daily for 6 days a week).	Field work [1] (4 hours daily for 6 days a week).	Field work [1] (4 hours daily for 6 days a week).
Horticulture [2] (5) or Farm engineering [4] (5).	Animal husbandry [2] (5) or Farm engineering [4] (5).	Farm crops [3] (5) or Farm engineering [4] (5) or Farm management [5] (5).	Extension work [3] (5) or Farm engineering [4] (5) or Farm management [5] (5).

The figures in parentheses indicate the number of forty-minute periods a week. D = double or eighty-minute period.

[1] The field work consists of the performance of practical tasks in the shop or in the field when such work is needed rather than at fixed daily hours. During each year a pupil is expected to spend 336 hours in shopwork and building construction which time includes 84 hours of mechanical drawing (first and second years), of sketching (third year), and of plans and estimates (fourth year). In addition to the customary daily hours for practical work, each student renders 24 full 10-hour days of labor during a year, which forms a labor reserve to be used at the discretion of the principal of the school in constructing buildings, in planting and harvesting crops, in combating crop pests, and in handling emergencies which may arise from time to time in the management of a large productive farm.

[2] For the course in agricultural education and in farm management.

[3] For the course in agricultural education.

[4] For the course in farm mechanics.

[5] For the course in farm management.

Schools in which these secondary courses are given are in session throughout the calendar year. The work of the year is divided into (1) an academic period of 42 weeks with academic classes reciting 5 days a week and field details working 6 days a week, (2) an all-day field-work period of 4 weeks with field details working 10 hours daily for 6 days a week, (3) an examination and reclassification period of 2 weeks, and (4) a movable vacation period of 4 weeks.

SECONDARY COURSES—Continued

COURSES IN THE PHILIPPINE NORMAL SCHOOL

THE TWO-YEAR COURSE FOR SUPERVISING TEACHERS AND PRINCIPALS

First Year		Second Year	
English (5).		English (5).	
General methods (5).	Special methods (5).	Child study (5).	Principles of education (5).
General psychology (5).	Educational psychology (5).	Educational tests and measurements (5).	Educational sociology (5).
History of education (5).	School administration (5).	Writing and drawing (5).	Music (5).
Practice teaching (5).		Practice teaching (5).	
Observation and conference.		School supervision.	

The figures in parentheses indicate the number of forty-minute periods a week.

ACADEMIC COURSES

First Year		Second Year	Third Year		Fourth Year	
English (4). Current events (1).		English (5).	English (5).		English (5).	
Reading (5).		Drawing (5D).	Physiology, hygiene, and sanitation (5).	Philippine history and government (5).	School management (5).	History of education (5).
General history (5).		Music (3). Writing (2).	Psychology (5).	General methods (5).	Economics (5).	
Physical geography (5).	Geography methods (5).	Arithmetic methods (5).	Geometry (5).		Physics (5).	
Industrial work (4D). Music (1D).		Biology (5D).	Observation and practice teaching (5).		Practice teaching (5).	

The figures in parentheses indicate the number of forty-minute periods a week.
D = double or eighty-minute period.

Library methods may be elected in lieu of any semestral subject in the third or the fourth year if permission is so granted by the superintendent of the province from which the student comes. Only one student from a province may enrol in this course at a time.

SECONDARY COURSES—Continued

COURSES IN THE PHILIPPINE NORMAL SCHOOL—Continued

THE HOME-ECONOMICS COURSE

<table>
<tr><th colspan="2">First Year</th><th colspan="2">Second Year</th><th colspan="2">Third Year</th><th colspan="2">Fourth Year</th></tr>
<tr><td colspan="2">English (5).</td><td colspan="2">English (5).</td><td colspan="2">English (5).</td><td colspan="2">English (5).</td></tr>
<tr><td colspan="2">Drawing (5D).</td><td colspan="2">Biology (5D).</td><td>Advanced physiology, hygiene, and sanitation (5).</td><td>Methods of domestic-science teaching (5).</td><td>Dietetics (5).</td><td>First aid, home nursing, care of children (5).</td></tr>
<tr><td colspan="2">Sewing (5D).</td><td colspan="2">Sewing (5D).</td><td>Cooking and foods (5).</td><td>Chemistry of foods (5).</td><td colspan="2">Elective in education (5).</td></tr>
<tr><td colspan="2">Cooking and housekeeping (5D).</td><td>Cooking and household management (5D).</td><td>Cooking and foods (5D).</td><td colspan="2">Sewing (Elective) (5D).</td><td colspan="2">Elective in education (5).</td></tr>
<tr><td>Commercial geography (4).
Current events (1).</td><td>Music (4).
Current events (1).</td><td colspan="2">Observation and conference (5).</td><td colspan="2">Practice teaching (5).</td><td colspan="2">Practice teaching (5).</td></tr>
</table>

The figures in parentheses indicate the number of forty-minute periods a week.
D = double or eighty-minute period.

Library methods may be selected in lieu of any semestral subject in the third or the fourth year if permission is so granted by the superintendent of the province from which the student comes. Only one student from a province may enrol in this course at a time.

THE NAUTICAL COURSE

<table>
<tr><th>First Year</th><th>Second Year</th></tr>
<tr><td colspan="2">Calisthenics (100).</td></tr>
<tr><td>Elementary navigation, including deviation and compass compensation, chart, lead and log, algebra and geometry, logarithms and plain trigonometry, and piloting (900).</td><td>Advanced navigation, including astronomy, spherical trigonometry, latitude and longitude, rules for preventing collisions, meteorology, Sumner and St. Hilaire's method, and ship's business (900).</td></tr>
<tr><td colspan="2">Swimming (100).</td></tr>
<tr><td>Semaphore (300).</td><td>Advanced seamanship, including sailmaking (300).</td></tr>
<tr><td>Elementary seamanship, including tying knots and splicing ropes (300).</td><td>Signaling—International code (300).</td></tr>
<tr><td colspan="2">Boat drill and athletics twice a week; military drill twice a week; and fire drill once a week (300).</td></tr>
</table>

The figures in parentheses indicate the number of minutes a week, the number of periods a week being five unless otherwise stated.

Appendix C.—TEXTBOOKS AND PUBLICATIONS

TEXTBOOKS APPROVED FOR USE IN ELEMENTARY SCHOOLS

First Grade

The Rizal Readers, Primer. Firman and others. The John C. Winston Co.

The Rizal Readers, First Reader. Firman and others. The John C. Winston Co.

Correct English, Grades I and II. Polley and Martinez. The Associated Publishers. (In hands of teachers only.)

The Progressive Music Series, Philippine Edition, Book One. Parker and others. Silver, Burdett & Co. (In hands of teachers only.)

Zaner Method Writing, Teachers' Manual No. 1. Zaner. Zaner & Bloser Co. (In hands of teachers only.)

Supplementary readers:

- Story Hour Readers, Primer. Coe and Christie. American Book Co.
- The Elson Readers, Pupil's Hand Chart. Scott, Foresman & Co.
- The Elson Readers, Primer. Elson and Runkel. Scott, Foresman & Co.

Second Grade

Correct English, Grades I and II. Polley and Martinez. The Associated Publishers. (In hands of teachers only.)

The Philippine Readers, Book Two. Osias. Ginn & Co.

The Progressive Music Series, Philippine Edition, Book One. Parker and others. Silver, Burdett & Co.

Zaner Method Writing, Teachers' Manual No. 2. Zaner. Zaner & Bloser Co. (In hands of teachers only.)

Supplementary readers:

- Story Hour Readers, Book One. Coe and Christie. American Book Co.
- The Insular First Reader. Gibbs. American Book Co.
- The Philippine National Literature Series, Book I. Fansler and Panlasigui. The Macmillan Co.
- The Rhyme and Story First Reader. Blaisdell and Blaisdell. Little, Brown & Co.
- The Elson Readers, Book One. Elson and Runkel. Scott, Foresman, & Co.

Third Grade

Correct English, Grade III. Polley and Martinez. The Associated Publishers.

The Philippine Readers, Book Three. Osias. Ginn & Co.

Philippine Arithmetics, Second Book, Part I. Bonsall and others. World Book Co.

The Progressive Music Series, Philippine Edition, Book One. Parker and others. Silver, Burdett & Co.

Zaner Method Writing, Teachers' Manual No. 3. Zaner. Zaner & Bloser Co. (In hands of teachers only.)

Supplementary readers:

- Story Hour Readers, Book Two. Coe and Christie. American Book Co.
- The Insular Second Reader. Gibbs. American Book Co.
- The Philippine National Literature Series, Book II. Fansler and Panlasigui. The Macmillan Co.
- Pretty Polly Flinders. Blaisdell. Little, Brown & Co.

Fourth Grade

Correct English, Grade IV. Polley and Martinez. The Associated Publishers.

The Philippine Readers, Book Four. Osias. Ginn & Co.

Philippine Arithmetics, Second Book, Part II. Bonsall and others. World Book Co.

Philippine Primary Geography. Valdez-Ventura. The Associated Publishers.

The Progressive Music Series, Philippine Edition, Book Two. Parker and others. Silver, Burdett & Co.

Zaner Method Writing, Teachers' Manual No. 4. Zaner. Zaner & Bloser Co. (In hands of teachers only.)

Supplementary readers:

- Stories of Great Filipinos. Benitez and Benitez. McCullough Printing Co.
- Story Hour Readers, Book Three. Coe and Christie. American Book Co.
- The Insular Third Reader. Gibbs. American Book Co.
- The Philippine National Literature Series, Book III. Fansler and Panlasigui. The Macmillan Co.
- Play Awhile. Doheny. Little, Brown & Co.
- Around the World with the Children. Carpenter. American Book Co.
- The Edson-Laing Readers, Book Three. Laing and Edson. Benj. H. Sanborn Co.

Fifth Grade

Correct English, Grade V. Polley and Martinez. The Associated Publishers.

The Philippine Readers, Book Five. Osias. Ginn & Co.

Fifty Famous Stories Retold. Baldwin. American Book Co.

Good Manners and Right Conduct, Fifth Grade, McVenn. D. C. Heath & Co.

Stone-Winkel Arithmetic, Intermediate, Book One. Stone and Winkel. Benj. H. Sanborn & Co.

Intermediate Geography. Miller and Polley. Ginn & Co.

The Progressive Music Series, Philippine Edition, Book Two. Parker and others. Silver, Burdett & Co.

Housekeeping. Butts. Bureau of Education.

Woodworking for Beginners. Cheney. Bureau of Education.[1]

School and Home Gardening. Foreman. Bureau of Education.[2]

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[1] Trade course only.

[2] Gardening and agricultural courses only.

Zaner Method Writing, Teachers' Manual No. 5. Zaner. Zaner & Bloser Co. (In hands of teachers only.)

Supplementary readers:

- Story Hour Readings, Fourth Year. Hartwell. American Book Co.
- The Carter Intermediate Readers, Book One. Carter. Silver, Burdett & Co.
- The Children of History, Early Times. Hancock. Little, Brown & Co.
- The Winston Readers, Fourth Reader. Firman and others. The John C. Winston Co.

Sixth Grade

Better English for Speaking and Writing, Grades Six and Seven. Romulo and others. The John C. Winston Co.

The Philippine Readers, Book Six. Osias. Ginn & Co.

The Book of Legends. Scudder. Houghton Mifflin Co.

Good Manners and Right Conduct, Sixth Grade. McVenn. D. C. Heath & Co.

Stone-Winkel Arithmetic, Intermediate, Book Two. Stone and Winkel. Benj. H. Sanborn & Co.

Intermediate Geography. Miller and Polley. Ginn & Co.

The Progressive Music Series, Philippine Edition, Book Three. Parker and others. Silver, Burdett & Co.

Housekeeping. Butts. Bureau of Education.

Woodworking for Beginners. Cheney. Bureau of Education.[1]

School and Home Gardening. Foreman. Bureau of Education.[2]

Supplementary Problems in Arithmetic. Bureau of Education.[3]

Supplementary Problems for Trade Schools and Trades Classes. Bureau of Education.[1]

Zaner Method Writing, Teachers' Manual No. 6. Zaner. Zaner & Bloser Co. (In hands of teachers only.)

Supplementary readers:

- Story Hour Readings, Fifth Year. Hartwell. American Book Co.
- The Carter Intermediate Readers, Book Two. Carter. Silver, Burdett & Co.
- The Children of History, Later Times. Hancock. Little, Brown & Co.
- The Kendall Fifth Reader. Kendall and Stevens. D. C. Heath & Co.

Seventh Grade

Better English for Speaking and Writing, Grades Six and Seven. Romulo and others. The John C. Winston Co.

The Philippine Readers, Book Seven. Osias. Ginn & Co.

The Song of Hiawatha. Longfellow. Houghton Mifflin Co.

Good Manners and Right Conduct, Seventh Grade. McVenn. D. C. Heath & Co.

Stone-Winkel Arithmetic, Intermediate, Book Two. Stone and Winkel. Benj. H. Sanborn & Co.

A Brief History of the Philippines. Fernândez. Ginn & Co.

Philippine Civics. Malcolm and Kalaw. D. Appleton & Co.

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[1] Trade courses only.

[2] Gardening and agricultural courses only.

[3] Schools of agricultural only.

Sanitation and Hygiene for the Tropics. Ritchie and Purcell. World Book Co.

Housekeeping. Butts. Bureau of Education.

Woodworking for Beginners. Cheney. Bureau of Education.[1]

School and Home Gardening. Foreman. Bureau of Education.[2]

Supplementary Problems in Arithmetic. Bureau of Education.[3]

Supplementary Problems for Trade Schools and Trades Classes. Bureau of Education.[1]

Supplementary readers:

- Story Hour Readings, Sixth Year. Hartwell. American Book Co.
- The Carter Intermediate Readers, Book Three. Carter. Silver, Burdett & Co.
- The Literary World, Sixth Reader. Metcalf and others. Johnson Publishing Co.

TEXTBOOKS APPROVED FOR USE IN SECONDARY SCHOOLS

First Year

Evangeline. Longfellow. Houghton Mifflin Co.

Prose Selections. Bureau of Education.

Practical English for High Schools. Lewis and Hosic. American Book Co.

English Composition. Bureau of Education.

A History of the United States. Burnham and Melencio. The John C. Winston Co.

First Course in Algebra. Hawkes, Luby, and Touton. Ginn & Co.

Everyday Civics, Philippine Edition. Finch. American Book Co.

The following books are for special use in vocational schools and courses:

For the domestic-science course:

- Shelter and Clothing. Kinne and Cooley. The Macmillan Co.

For trade courses:

- Minerals; Manufactures.—Great American Industries. Rocheleau. A. Flanagan Company.
- Course in Mechanical and Free-hand Drawing. Bureau of Education.
- Manual of Woodworking. Bureau of Education.

For agricultural courses:

- Farm Business Arithmetic. Lewis. D. C. Heath & Co.
- Elements of Steam Engineering. Spangler and others. John Wiley & Sons.
- Farm Science. Spillman. World Book Co.
- Elementary Forge Practice. Harcourt. Manual Arts Press.
- Supplementary Problems in Arithmetic. Bureau of Education.
- Rural School Agriculture. Davis. Orange Judd Publishing Co.
- Productive Vegetable Growing. Lloyd. J. B. Lippincott Co.
- School and Home Gardening. Foreman. Bureau of Education.

For normal courses:

- Music Writing Book, No. 1. Dann. American Book Co.

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[1] Trade courses only.

[2] Gardening and agricultural courses only.

[3] Schools of agriculture only.

For normal courses—Continued.

- Elementary Sewing and Textile Studies. Weston. Philippine Education Co.
- Commercial and Industrial Geography. Keller and Bishop. Ginn & Co.
- Educational Psychology. Starch. The Macmillan Co.
- Public School Administration. Cubberley. Houghton Mifflin Co.
- Acquiring Skill in Teaching, Philippine Edition. Grant. Silver, Burdett & Co.
- Teaching Elementary School Subjects. Rapeer. Charles Scribner's Sons.

For silent reading:

- Story Hour Readings, Seventh Year. Hartwell. American Book Co.
- The Silent Readers, Seventh Reader. Lewis and Rowland. The John C. Winston Co.

Second Year

- Six Selections from Irving's Sketch Book. Edited by Sprague. Ginn & Co.
- Sohrab and Rustum. Arnold. Ginn & Co.
- Selected Short Poems. Bureau of Education.
- Practical English for High Schools. Lewis and Hosic. American Book Co.
- English Composition. Bureau of Education.
- High School Geography, Parts I and II. Dryer. American Book Co.
- The Science of Everyday Life. Van Buskirk and Smith. Houghton Mifflin Co.
- Modern Times and the Living Past. Elson. American Book Co.
- Plane Geometry. Hart and Feldman. American Book Co.

The following books are for special use in vocational schools and courses:

For the domestic-science course:

- Shelter and Clothing. Kinne and Cooley. The Macmillan Co.
- Science of Home Making. Pirie. Scott, Foresman & Co.

For trade courses:

- Brief History of the World. Botsford. The Macmillan Co.

For agricultural courses:

- Civic Biology. Hunter. American Book Co.
- Our Domestic Birds. Curtis. Webb Publishing Co.
- Forging. Bacon. American School of Correspondence.
- Farm Animals. Wilcox. Doubleday, Page & Co.
- Beginnings in Animal Husbandry. Plumb. Webb Publishing Co.

For normal courses:

- Methods of Primary Arithmetic. Polley. Philippine Education Co.
- Music Writing Book, No. 2. Dann. American Book Co.
- Outlines of English and American Literature. Long. Ginn & Co.
- Observation of Teaching. Maxwell. Houghton Mifflin Co.
- Fundamentals of Child Study. Kirkpatrick. The Macmillan Co.
- How to Measure. Wilson and Hoke. The Macmillan Co.
- Les Miserables. Hugo. The Macmillan Co.
- Oral English. Brewer. Ginn & Co.
- Principles of Education. Ruediger. Houghton Mifflin Co.

For normal courses—Continued.
- Social Principles of Education. Betts. Charles Scribner's Sons.
- Aeneid. Virgil. Houghton Mifflin Co.
- Supervision and the Improvement of Teaching. Burton. D. Appleton Co.

For the commercial course:
- Fundamentals of Business English. Holzinger. World Book Co.
- Vocabulary-building Speller. Meyer. The Macmillan Co.
- Principles of Bookkeeping, Complete Course. Miner and Elwell. Ginn & Co.
- Gregg Shorthand Manual. Gregg. Gregg Publishing Co.
- Practical Business Arithmetic. Moore and Miner. Ginn & Co.
- New Rational Typewriting. SoRelle. Gregg Publishing Co.

Third Year

English Poems from Chaucer to Kipling. Edited by Parrott and Long. Ginn & Co.
Silas Marner. Eliot. Edited by Witham. Ginn & Co.
The Merchant of Venice. Shakespeare. Ginn & Co.
English Composition, Book Two. Brooks. American Book Co.
English Composition, Bureau of Education.
New Essentials of Biology, with Philippine Supplement. Hunter. American Book Co.
Biology Laboratory Manual. Graham. Philippine Education Co.
Modern Times and the Living Past. Elson. American Book Co.
Second Course in Algebra. Hawkes, Luby, and Touton. Ginn & Co.
Modern High School Arithmetic. Tan. The Associated Publishers.
Beginning Spanish. Espinosa and Allen. American Book Co.
Doña Perfecta. Galdos. American Book Co.
Noli Me Tangere. Rizal.

The following books are for special use in vocational schools and courses:

For trade courses:
- Strength of Materials. Merriman, John Wiley & Sons.
- Solid Geometry. Wentworth and Smith. Ginn & Co.

For agricultural courses:
- School Entomology. Sanderson and Peairs. John Wiley & Sons.
- Farm Management. Boss. Lyons and Carnahan.

For normal courses:
- Mind and Its Education. Betts. D. Appleton Co.
- Advanced Physiology and Hygiene, Philippine Edition. Conn and Budington. Silver, Burdett & Co.
- Observation of Teaching. Maxwell. Houghton Mifflin Co.
- Clothing for Women. Baldt. J. B. Lippincott Co.
- Teaching Home Economics. Cooley and others. The Macmillan Co.
- Everyday Chemistry. Vivian. American Book Co.

For the commercial course:

- Actual Business English. Deffendall. The Macmillan Co.
- Principles of Bookkeeping. Miner and Elwell. Ginn & Co.
- Gregg Speed Studies. Gregg. Gregg Publishing Co.
- High School Geography. Whitbeck. The Macmillan Co.
- Philippine Business Law. Perkins. D. Appleton Co.
- Commercial Spanish. McHale. D. C. Heath & Co.
- New Rational Typewriting. SoRelle. Gregg Publishing Co.

Fourth Year

English Poems from Chaucer to Kipling. Edited by Parrott and Long. Ginn & Co.
Macaulay's Life of Samuel Johnson. Edited by Lucas. American Book Co.
Five American Contributions to Civilization. Eliot. The Century Co.
Macbeth. Shakespeare. Ginn & Co.
English Composition, Book Two. Brooks. American Book Co.
Business English and Correspondence. Davis and Lingham. Ginn & Co.
English Composition. Bureau of Education.
Economic Conditions in the Philippines. Miller. Ginn & Co.
Elements of Economics. Fradenburgh. Charles Scribner's Sons.
A History of the Philippines. Barrows. World Book Co.
Practical Physics. Millikan, Gale, and Pyle. Ginn & Co.
First Course in Laboratory Physics. Millikan and others. Ginn & Co.
Philippine Government. Malcolm and Kalaw. The Associated Publishers.
Beginning Spanish. Espinosa and Allen. American Book Co.
Doña Perfecta. Galdos. American Book Co.
Noli Me Tangere. Rizal.

The following books are for special use in vocational schools and courses:

For trade courses:

- Plane and Spherical Trigonometry. Wentworth and Smith. Ginn & Co.

For agricultural courses:

- Practical Physics. Black and Davis. The Macmillan Co.
- The Farmstead. Roberts. The Macmillan Co.
- Soils. Fletcher. Doubleday, Page & Co.
- Agricultural Engineering. Davidson. Webb Publishing Co.

For normal courses:

- A Student's Textbook in the History of Education. Duggan. D. Appleton Co.
- Outlines of English and American Literature. Long. Ginn & Co.
- Practical Problems of the School. Waits. Benj. H. Sanborn & Co.
- Speech on Conciliation with America. Burke. Houghton Mifflin Co.
- The Princess. Tennyson. Houghton Mifflin Co.
- The American Scholar. Emerson. Houghton Mifflin Co.
- Servant in the House. Kennedy. Harper & Bros.

For normal courses—Continued.

Commemoration Ode. Lowell. Houghton Mifflin Co.

Dietetics for High Schools. Willard and Gillett. The Macmillan Co.

American Red Cross Abridged Textbook on First Aid. Lynch. P. Blakiston's Son & Co.

TEXTBOOKS, COURSES OF STUDY, AND OTHER MATERIAL ISSUED DURING 1924 BY THE BUREAU OF EDUCATION

Course of Study for Primary Grades.

Supplementary Problems in Arithmetic for Classes in Schools of Agriculture. (A revision of *Supplementary Problems for Classes in Agriculture*).

Philippine Vocabulary Text, Intermediate Series, Scale I.

Twenty-fourth Annual Report of the Director of Education.

REPRINTED

Supplementary Problems for Trade Schools and Trades Classes.

The Philippine Islands; Information for Americans Thinking of Entering the Philippine Teaching Service.

MIMEOGRAPHED MATERIAL

Sewing; for Use in the First Year of the High-School Domestic-Science Courses.

A List of Professional Books Recommended for the Use of Teachers and Supervisors.

A Library Manual for the Instruction and Assistance of School Librarians.

Library Lessons for Philippine High Schools by Lois Stewart Osborn; with Revision of References and Lessons on Classification.

A Station List of Bureau of Education Insular Personnel.

Appendix D.—LEGISLATION SECURED

SIXTH PHILIPPINE LEGISLATURE
Second Session

[No. 3162 as amended by No. 3196]

AN ACT TO CREATE A BOARD OF EDUCATIONAL SURVEY TO MAKE A STUDY AND SURVEY OF EDUCATION IN THE PHILIPPINE ISLANDS AND OF ALL EDUCATIONAL INSTITUTIONS, FACILITIES, AND AGENCIES THEREOF, AND TO APPROPRIATE NOT TO EXCEED FORTY THOUSAND PESOS[1] TO DEFRAY ALL EXPENSES OF SAID SURVEY AND FOR OTHER PURPOSES.

Whereas the Secretary of Public Instruction and the Director of Education have requested that there be a comprehensive study and survey of education in the Philippine Islands, and of the educational institutions, facilities, and agencies thereof in order that there may be secured an adequate evaluation of the educational progress already made and information for guidance in the future development of education in these Islands; Now therefore,

Be it enacted by the Senate and House of Representatives of the Philippines in Legislature assembled and by the authority of the same:

SECTION 1. A Board of Educational Survey composed of three members to be appointed by the Secretary of Public Instruction is hereby created and empowered to make a complete and comprehensive study and survey of education in the Philippine Islands and of all educational institutions, facilities, and agencies of said Islands, including public and private institutions of every kind and grade. To assist it in said study and survey the Board is authorized to employ such technical assistants and advisers and such clerical and other help as it may find necessary. The Board shall forward to the Legislature, through the Secretary of Public Instruction, a full report of said study and survey, together with recommendations for the future administration, organization, development, and improvement of education in these Islands.

SEC. 2.[2] There is hereby appropriated out of any funds in the Insular Treasury not otherwise appropriated the sum of not to exceed one hundred thousand pesos, or so much thereof as may be necessary, to be expended under the direction of the Board with the approval of the Secretary of Public Instruction for the payment of all expenses of every nature and kind which may be incurred in making said study and survey herein authorized: *Provided*, That the funds hereby appropriated shall be exempt from the effects of Joint Resolution Numbered One of the Philippine Legislature, dated March sixteenth, nineteen hundred and twenty-three.

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[1] Increased to one hundred thousand pesos by Act Numbered Thirty-one hundred and ninety-six.

[2] As amended by Act Numbered Thirty-one hundred and ninety-six, approved December 2, 1924.

SEC. 3. This Act shall take effect on its approval.

Approved, March 8, 1924.

SIXTH PHILIPPINE LEGISLATURE }
Third Session }

[No. 3186]

AN ACT TO AMEND SECTIONS TWO HUNDRED AND SIXTY-FOUR AND TWO HUNDRED AND EIGHTY-SEVEN OF ACT NUMBERED TWENTY-SEVEN HUNDRED AND ELEVEN, COMMONLY KNOWN AS THE ADMINISTRATIVE CODE.

Be it enacted by the Senate and House of Representatives of the Philippines in Legislature assembled and by the authority of the same:

SECTION 1. Section two hundred and sixty-four of Act Numbered Twenty-seven hundred and eleven is hereby amended by adding at the end thereof a new paragraph which shall read as follows:

"A teacher who has come to the Islands from the United States or from a foreign country under a regular appointment or who has received such regular appointment in the Philippine Islands, and who has rendered under said appointment continuous, faithful, and satisfactory service in the Bureau of Education or in the Office of the Secretary of Public Instruction in the enforcement of Act Numbered Twenty-seven hundred and six, as amended, for three or more years after reporting for duty in the Islands, shall, upon retirement, in addition to the half salary provided for in the first paragraph of this section, also be entitled to actual travel expenses from Manila to his place of residence in the United States or in a foreign country, at the time of his appointment as follows: To those who have served three but less than four years under present appointment, actual travel expenses but not to exceed three hundred pesos; to those who have served four but less than five years under present appointment, actual travel expenses but not to exceed six hundred and fifty pesos; to those who have served five or more years under present appointment, actual travel expenses but not to exceed one thousand pesos. The travel expenses as herein provided may be applied on actual return transportation other than the most direct route. The term 'under present appointment' means the appointment under which a teacher is serving at the time the travel expenses herein granted are applied for, and the word teacher includes principal, supervisor, and superintendent. The maximum credit allowed a teacher for service rendered prior to March thirty-first, nineteen hundred and twenty-five shall not exceed two years. No period of service can be credited more than once towards the required accumulation herein prescribed. A teacher may elect toward which of the above travel expenses he desires to accumulate service. Not more than three months of leave without pay can be counted as a part of the said required period of service. The journey for which the travel expenses are claimed shall be made within six months after the date of the retirement. A teacher who retires under the provisions of Act Numbered Twenty-five hundred and eighty-nine, as amended, and Act Numbered Three thousand and fifty, as amended by Act Numbered Thirty-one hundred, and a teacher entitled to the privilege granted by the preceding paragraph, shall not be entitled to the travel expenses herein created."

SEC. 2. The last paragraph of subsection (*b*) of section two hundred and eighty-seven of said Act Numbered Twenty-seven hundred and eleven is hereby amended to read as follows:

"Subject to the same qualifications, these privileges shall also be accorded to persons going abroad on teacher's leave under section two hundred and seventy-four hereof, and in addition, there shall be accorded to them and to principals, supervisors, and superintendents going on accrued leave, the travel expenses created in section two hundred and sixty-four hereof, subject to the same conditions prescribed therein."

SEC. 3. This Act shall take effect on its approval.

Approved, November 27, 1924.

SIXTH PHILIPPINE LEGISLATURE }
Third Session }

[No. 3189]

AN ACT TO AMEND SECTION ONE OF ACT NUMBERED TWENTY-EIGHT HUNDRED AND NINETY-ONE, DESIGNATING A NEW TIME LIMIT FOR THE FILING OF APPLICATIONS FOR RETIREMENT, AND FOR OTHER PURPOSES.

Be it enacted by the Senate and House of Representatives of the Philippines in Legislature assembled and by the authority of the same:

SECTION 1. Section one of Act Numbered Twenty-eight hundred and ninety-one is hereby amended to read as follows:

"SECTION 1. For the benefit of the officers or employees at present in the service of the Government of the Philippine Islands, the time limit for the filing of applications for retirement gratuities under Act Numbered Twenty-five hundred and eighty-nine, entitled 'An Act providing for a gratuity by reason of retirement to officers and employees of the Philippine Government who have rendered satisfactory service during six continuous years or more, and for other purposes,' is hereby extended until June thirtieth, nineteen hundred and twenty-five. The years of continuous, faithful, and satisfactory service rendered by the applicant, as provided by said Act Numbered Twenty-five hundred and eighty-nine shall, for the purposes of this Act, be computed until the date on which the applicant files his application within the new time limit, or until said June thirtieth, nineteen hundred and twenty-five, but not thereafter."

SEC. 2. This Act shall take effect on its approval.

Approved, November 29, 1924.

Appendix E.—LEGISLATION PROPOSED

AN ACT TO AMEND SECTION THREE HUNDRED AND FORTY-FIVE OF ACT NUMBERED TWENTY-SEVEN HUNDRED AND ELEVEN, KNOWN AS THE ADMINISTRATIVE CODE.

Be it enacted by the Senate and House of Representatives of the Philippines in Legislature assembled and by the authority of the same:

SECTION 1. Section three hundred and forty-five of the Administrative Code is hereby amended to read as follows:

"SEC. 345. *Division of proceeds between provinces and municipalities.*—The proceeds of the real-property tax shall be applied to the use and benefit of the respective provinces and municipalities wherein the property liable to such tax is situated.

"The share of a province in said tax shall be levied by the provincial board thereof, whose duty it shall be, on or before the thirty-first day of December of each year, to fix by resolution a uniform rate of taxation for the succeeding year, in an amount not less than one-eighth nor more than *four-eighths* of one per centum.

"The share of a municipality shall in the same manner be levied by ordinance of the municipal council thereof in an amount not less than one-fourth nor more than *three-fourths* of one per centum.

"The resolutions of the provincial board and the municipal ordinances fixing the rate of land tax shall remain in force for succeeding years unless said resolutions and ordinances are amended or revoked.

SEC. 2. This Act shall take effect upon its approval.

AN ACT TO AMEND SECTION THREE HUNDRED AND FORTY-SIX OF ACT NUMBERED TWENTY-SEVEN HUNDRED AND ELEVEN, KNOWN AS THE ADMINISTRATIVE CODE.

Be it enacted by the Senate and House of Representatives of the Philippines in Legislature assembled and by the authority of the same:

SECTION 1. Section three hundred and forty-six of the Administrative Code is hereby amended so as to read as follows:

"SEC. 346. *Special application of portions of proceeds of tax.*—The gross proceeds of the first one-eighth of one per centum levied or imposed for provincial purposes shall accrue, in a regularly organized province, exclusively to its road and bridge fund, and in a specially organized province, exclusively to its road and public-works fund. The gross proceeds of the *next* two-eighths, or any part thereof, levied for provincial purposes shall accrue to the general fund of the province. *The gross proceeds of the remaining one-eighth, or any part thereof, levied for provincial purposes shall accrue to the provincial school fund.*

"The gross proceeds of the first one-fourth of one per centum levied or imposed for municipal purposes shall accrue exclusively to the school fund of the municipality. The gross proceeds of the *second* one-fourth, or any part thereof, levied for municipal purposes shall accrue to the general fund of the municipality. *The gross proceeds of the remaining one-fourth, or any part thereof, levied for municipal purposes shall accrue exclusively to the school fund of the municipality in the same manner as the first one-fourth levied for municipal purposes shall accrue.*"

SEC. 2. This Act shall take effect upon its approval.

AN ACT TO AMEND SECTION FOUR HUNDRED AND EIGHTY-SEVEN OF ACT NUMBERED TWENTY-SEVEN HUNDRED AND ELEVEN, KNOWN AS THE ADMINISTRATIVE CODE.

Be it enacted by the Senate and House of Representatives of the Philippines in Legislature assembled and by the authority of the same:

SECTION 1. Section four hundred and eighty-seven of the Administrative Code is hereby amended by adding two sentences between the second and the last sentences in the first paragraph thereof so that the same shall read as follows:

"SEC. 487. *Disposition of proceeds of cedula tax.*—In provinces where the cedula tax is fixed at one peso its proceeds shall go equally to the province and municipality wherein collected. In provinces where the tax is fixed at two pesos the extra peso shall accrue to the road and bridge fund or the road and public-works fund, of the province, the other peso being divided equally between the province and the municipality, as before. *In provinces where the cedula tax is fixed at three pesos the additional peso shall accrue to the school fund, twenty per centum going to the provincial school fund and eighty per centum to the municipal school fund. In case the city of Manila fixes the cedula tax at three pesos, the extra peso shall accrue exclusively to the school fund.* The proceeds of delinquent payments shall, in *each case, be dealt with upon the same principle.*

"Such portion of the proceeds of the cedula tax collected in the barrio of San Jose, on Corregidor Islands, as would, under the preceding paragraph, accrue to the road and bridge fund of the Province of Cavite shall hereafter be devoted exclusively to school purposes in said barrio."

SEC. 2. This Act shall take effect upon its approval.

AN ACT TO AMEND SECTION FOURTEEN HUNDRED AND FORTY OF ACT NUMBERED TWENTY-SEVEN HUNDRED AND ELEVEN, KNOWN AS THE ADMINISTRATIVE CODE.

Be it enacted by the Senate and House of Representatives of the Philippines in Legislature assembled and by the authority of the same:

SECTION 1. Section fourteen hundred and forty of the Administrative Code is hereby amended by adding thereto a sentence between the first and the second sentences thereof, to read as follows:

"SEC. 1440. *Amount of the cedula tax.*—The cedula tax shall be one peso; but in the city of Manila and in any province other than the Mountain Province and Nueva Vizcaya it may, by resolution of the respective municipal board or provincial board, for said city or province be increased to two pesos. *In the city of Manila and in any province the* *cedula tax may, by resolution of the respective municipal board or provincial board, for said city or province, be further increased to three pesos.* Where such increase is effected it shall remain in force until abrogated for one or more years by resolution of the board, either with the express approval of the Governor-General or upon the expiration of thirty days after the receipt by him of such resolution, without his disapproval. A copy of any resolution increasing or decreasing the tax in a province shall be furnished by the provincial treasurer to the Collector of Internal Revenue."

SEC. 2. This Act shall take effect upon its approval.

AN ACT TO AMEND SECTION TWENTY-ONE HUNDRED AND ELEVEN OF ACT NUMBERED TWENTY-SEVEN HUNDRED AND ELEVEN, KNOWN AS THE ADMINISTRATIVE CODE.

Be it enacted by the Senate and House of Representatives of the Philippines in Legislature assembled and by the authority of the same:

SECTION 1. Section twenty-one hundred and eleven of the Administrative Code is hereby amended by adding a paragraph thereto so that the same shall read as follows:

"SEC. 2111. *Provincial general fund.*—All provincial moneys in the provincial treasury which are not lawfully dedicated or reserved for some particular use shall constitute the general fund and shall be available for the payment of obligations not chargeable to other funds, though transfers of moneys therefrom to other funds of the province may be made by proper appropriation for their augmentation and use.

"*Each year the provincial treasurer shall set aside in a provincial school fund ten per centum of the entire proceeds of the provincial general fund as collected. However, at the option of the provincial board such per centum shall not be so set aside provided that the board by resolution shall impose an additional real property tax for said year as otherwise provided, or an additional cedula tax, or both, equal to or greater than ten per centum of the entire proceeds of the provincial general fund, the proceeds of which shall accrue to said provincial school fund.*"

SEC. 2. This Act shall take effect upon its approval.

AN ACT TO AMEND SECTION FOUR HUNDRED AND EIGHTY-NINE OF ACT NUMBERED TWENTY-SEVEN HUNDRED AND ELEVEN KNOWN AS THE ADMINISTRATIVE CODE, AS AMENDED BY SECTION TWENTY-SEVEN OF ACT NUMBERED TWENTY-EIGHT HUNDRED AND THIRTY-THREE.

Be it enacted by the Senate and House of Representatives of the Philippines in Legislature assembled and by the authority of the same:

SECTION 1. Section four hundred and eighty-nine of the Administrative Code as amended by section twenty-seven of Act Numbered Twenty-eight hundred and thirty-three is hereby further amended to read as follows:

"SEC. 489. *Disposition of proceeds of income and inheritance taxes.*—*Eighty-five per centum of* the proceeds of the tax on income and of the tax on inheritances, legacies, and other acquisitions *mortis causa* shall accrue to the Insular Government. *The remaining fifteen per centum shall accrue to the provincial and municipal governments, and shall be apportioned in the following manner: Twenty per centum to the province and eighty per centum to the municipality concerned. Such funds shall be used exclusively for the construction of school buildings and for the support of public schools.*"

SEC. 2. This Act shall take effect upon its approval.

AN ACT TO AMEND SECTION FOUR HUNDRED AND NINETY-ONE OF ACT NUMBERED TWENTY-SEVEN HUNDRED AND ELEVEN, KNOWN AS THE ADMINISTRATIVE CODE.

Be it enacted by the Senate and House of Representatives of the Philippines in Legislature assembled and by the authority of the same:

SECTION 1. Section four hundred and ninety-one of the Administrative Code is hereby amended to read as follows:

"SEC. 491. *Allotments of internal revenue for special purposes.*—Of the internal revenue accruing to the Insular Treasury under the preceding section, there shall be set apart ten per centum as a provincial allotment, ten per centum as a road and bridge allotment, *ten* per centum as a municipal allotment; but the amounts allotted to said several purposes during any year shall not be greater than the amount allotted for the same purposes during the fiscal year nineteen hundred and nine. *There shall also be set apart five per centum as a provincial school fund allotment, and ten per centum as a municipal school fund allotment, such allotments to be computed on the basis of collections for the fiscal year nineteen hundred and nineteen.*"

SEC. 2. This Act shall take effect upon its approval.

AN ACT TO PROVIDE FOR THE PROMOTION OF AGRICULTURAL EDUCATION; TO PROVIDE FOR COÖPERATION WITH THE PROVINCES IN THE PROMOTION OF SUCH EDUCATION IN AGRICULTURE AND HOME ECONOMICS; AND TO APPROPRIATE MONEY AND REGULATE ITS EXPENDITURE.

Be it enacted by the Senate and House of Representatives of the Philippines in Legislature assembled and by the authority of the same:

SECTION 1. There is hereby annually appropriated, out of any money in the Treasury not otherwise appropriated, the sums provided in sections 2, 3, and 4 of this Act, to be expended as hereinafter provided by the Director of Education subject to the approval of the Secretary of Public Instruction, for the purpose of coöperating with the provinces in the establishment, in the equipment, and in the operation of provincial agricultural schools, which shall be administered and conducted as a part of the public-school system in conformity with the School Law, and for the preparation within the Philippine Islands of supervisors of agricultural projects and of teachers for agricultural schools.

SEC. 2. That for the purpose of coöperating with the provinces in the establishment and in the development of provincial agricultural schools subject to the provisions of this Act, there shall be available on the first day of January for the fiscal year of nineteen hundred and twenty-five the sum of two hundred twenty-five thousand pesos (225,000), and an equal amount annually thereafter for each of the seven succeeding years; *Provided*, That the allotment of funds to any province shall be seventy-five thousand pesos (₱75,000) for each agricultural school to be established, equipped, or operated under the provisions of this Act, and that no province shall receive aid for more than two schools, thereby making the maximum allotment for any one province one hundred fifty thousand pesos (₱150,000); *And provided, further*, That provincial agricultural schools already in operation are also entitled to the privileges of this Act.

SEC. 3. For the purpose of coöperating with the provinces in equipping and in operating agricultural schools, there shall be available for the use of the provinces for the fiscal year ending December thirty-first, nineteen hundred and twenty-five, the sum of seventy-five thousand pesos (₱75,000); for the fiscal year ending December thirty-first, nineteen hundred and twenty-six, the sum of one hundred thousand pesos (₱100,000); for the fiscal year ending December thirty-first, nineteen hundred and twenty-seven, the sum of two hundred thousand pesos (₱200,000); for the fiscal year ending December thirty-first, nineteen hundred and twenty-eight, the sum of three hundred thousand pesos (₱300,000); for the fiscal year ending December thirty-first, nineteen hundred and twenty-nine and annually thereafter, the sum of four hundred thousand pesos (₱400,000). Said sums shall be available for expenditure on the first day of January of each year and shall be allotted annually to the provinces in proportion to the provincial funds provided for the agricultural schools receiving aid from this Act, allotting one peso for each peso of provincial money provided for the fiscal year for which the allotment is made; *Provided*, That the allotment of funds to any province under the provisions of this section shall be not less than a minimum of five thousand pesos (₱5,000) nor greater than a maximum of fifteen thousand pesos (₱15,000) for any fiscal year for each agricultural school established, equipped, or operated under the provisions of this Act; *And provided, further*, That the funds thus appropriated and allotted shall accrue to a special provincial fund in each province to be known as the "Provincial School Fund," from which disbursement shall be made upon vouchers duly approved by the division superintendent of schools or his representative; *And provided, finally*, That if at the end of the respective fiscal year there remains an unexpended balance of Insular funds given as aid to any province in accordance with this section, the amount which represents said unexpended balance shall revert to the Insular Treasury.

SEC. 4. For the purposes of training within the Philippine Islands supervisors of agricultural projects and teachers of agricultural schools provided for by the provisions of this Act, there is hereby appropriated for the fiscal year ending December thirty-first, nineteen hundred and twenty-five, and annually thereafter, the sum of fifty thousand pesos (₱50,000) to establish scholarships. These scholarships shall be apportioned, if possible, to all provinces and appointment to scholarships shall be made by the Director of Education with the approval of the Secretary of Public Instruction. The nomination of the pensionados shall be made as follows: three by the Governor-General, three by the President of the Senate, three by the Speaker of the House of Representatives, two by each senator, and one by each representative. Each recipient of a scholarship shall be entitled to reimbursement of traveling expenses from place of residence to the place where he is to receive training on appointment and return from the place in which he receives training to his respective station on completion of the course specified. While pursuing the course of instruction, he shall be entitled to an allowance of not more than fifty-five pesos (₱55) per month at the discretion of the Director of Education. All such expenditures shall be payable from the sum thus appropriated.

SEC. 5. Each scholarship appointee shall sign an agreement to return, upon the completion of the prescribed course of instruction, to serve as a teacher in an agricultural school or as a supervisor of agricultural projects during a period of time equal to that employed in study under the privileges hereof.

SEC. 6. That in order to receive the benefits of the appropriations herein provided, the provincial board of any province shall guarantee to include annually in the provincial budget an appropriation from provincial funds for each school established a sum equal to or greater than the minimum amount provided for in section 3 of this Act, and shall secure for the school a suitable tract of land acceptable to the Director of Education and shall agree to meet such other requirements as may be specified by the Director of Education subject to the approval of the Secretary of Public Instruction.

SEC. 7. Any province accepting the benefits of either or both of the respective funds herein appropriated shall not be deprived for any year of the regular annual assistance as long as the conditions prescribed in this Act are fully met by the province; *Provided*, That the Secretary of Public Instruction may refuse to release the said allotment if it is ascertained that the province is not using, or preparing to use, the money in accordance with the provisions of this Act.

SEC. 8. This Act shall take effect on its approval.

Appendix F.—STATISTICAL TABLES

No. 1.—*Percentage of Population in School*

Year	Annual Enrolment in Public Schools (December)	Total Population [1]	Percentage of Total Population Enrolled in Public Schools	School Population [2]	Percentage of School Population Enrolled in Public Schools
1917	663, 277	10, 082, 414	6. 58	2, 684, 443	24. 71
1918	671, 729	10, 314, 310	6. 51	2, 746, 202	24. 46
1919	776, 639	10, 551, 539	7. 36	2, 809, 347	27. 64
1920	935, 678	10, 794, 223	8. 66	2, 873, 962	32. 56
1921	1, 070, 255	11, 042, 490	9. 69	2, 940, 063	36. 40
1922	1, 097, 144	11, 296, 569	9. 71	3, 007, 711	36. 48
1923	1, 128, 997	11, 556, 390	9. 77	3, 077, 467	36. 69
1924	1, 126, 885	11, 822, 187	9. 53	3, 148, 249	35. 79

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[1] The 1918 total-population figure was taken from the 1918 Philippine census. The other total-population figures came from population estimates made in the Office of the Governor-General.

[2] The 1918 school-population figure was taken from the 1918 census. The other school-population figures bear the same relation to corresponding total-population figures that the school-population enumeration in the 1918 census bears to the total-population enumeration in the 1918 census.

No. 2.—*Schools, Enrolment, Attendance, and Percentages of Attendance*

A table showing, by divisions and for the Islands, the number of schools in March, 1924, and the total annual enrolment, the average monthly enrolment, the average daily attendance, and the percentage of attendance for the school year 1923–24.

Division	Secondary					Intermediate					Primary					Grand Total				
	Number of Schools	Annual Enrolment	Average Monthly Enrolment	Average Daily Attendance	Percentage of Attendance	Number of Schools	Annual Enrolment	Average Monthly Enrolment	Average Daily Attendance	Percentage of Attendance	Number of Schools	Annual Enrolment	Average Monthly Enrolment	Average Daily Attendance	Percentage of Attendance	Number of Schools	Annual Enrolment	Average Monthly Enrolment	Average Daily Attendance	Percentage of Attendance
Abra	2	561	527	507	96	10	1,487	1,391	1,327	95	78	6,119	5,710	5,269	92	90	8,167	7,628	7,103	93
Agusan	1	108	94	90	96	15	845	721	654	91	77	7,988	6,949	5,922	85	93	8,941	7,764	6,666	86
Albay	2	913	832	795	96	23	3,485	3,190	3,038	95	179	24,184	22,582	21,370	95	204	28,582	26,604	25,203	95
Antique	1	463	439	421	96	17	2,211	1,934	1,777	92	89	11,343	9,778	8,830	90	107	14,017	12,151	11,028	91
Bataan	1	323	303	291	96	11	1,392	1,246	1,205	97	32	5,617	5,187	5,057	97	44	7,332	6,736	6,553	97
Batanes	1	59	58	57	98	6	245	223	211	95	10	1,060	940	881	94	17	1,364	1,221	1,149	94
Batangas	2	911	866	832	96	24	4,094	3,680	3,529	96	156	20,338	18,807	18,026	96	182	25,343	23,353	22,387	96
Bohol	2	987	939	910	97	36	5,246	4,843	4,554	94	276	35,922	32,434	29,380	91	314	42,155	38,216	34,844	91
Bukidnon	1	80	68	61	90	6	443	355	311	88	60	5,687	4,653	4,046	87	67	6,210	5,076	4,418	87
Bulacan	1	687	644	621	96	23	4,082	3,741	3,496	93	181	27,160	25,178	23,243	92	205	31,929	29,563	27,360	93
Cagayan	1	730	691	636	92	36	3,946	3,497	3,284	94	172	20,150	18,193	16,743	92	209	24,826	22,381	20,663	92
Camarines Norte	1	280	251	237	94	9	964	882	847	96	33	4,979	4,575	4,369	95	43	6,223	5,708	5,453	95
Camarines Sur	2	771	720	691	96	19	2,824	2,521	2,336	93	137	15,470	13,507	12,268	91	158	19,065	16,748	15,295	91
Capiz	2	747	681	634	93	43	4,361	3,910	3,625	93	186	25,386	22,460	20,096	89	231	30,494	27,051	24,355	90
Cavite	3	691	636	616	97	18	3,984	2,716	2,587	95	58	15,639	14,355	13,723	96	79	19,314	17,707	16,926	96
Cebu	1	1,924	1,797	1,752	97	48	9,005	7,866	7,366	94	413	57,130	51,129	46,554	91	462	68,059	60,792	55,672	92
C. L. A. S. [1]	1	635	588	572	97	1	153	112	101	90						2	788	700	673	96
Cotabato	1	32	27	23	85	5	492	365	301	82	114	8,725	6,759	5,356	79	120	9,249	7,151	5,680	79
Davao	1	45	42	39	93	9	572	486	425	87	112	9,119	7,537	5,914	78	122	9,736	8,065	6,378	79
Ilocos Norte	2	2,068	1,934	1,830	95	19	4,426	4,068	3,807	94	195	22,281	20,012	18,272	91	216	28,775	26,014	23,909	92
Ilocos Sur	3	2,024	1,876	1,823	97	35	5,342	4,958	4,720	95	196	22,588	21,124	19,909	94	234	29,954	27,958	26,452	95
Iloilo	1	2,093	1,950	1,873	96	40	8,322	7,735	7,365	95	268	43,576	40,515	38,483	95	309	53,991	50,200	47,721	95
Isabela	2	731	707	675	95	13	2,832	2,666	2,541	95	97	11,727	11,231	10,762	96	112	15,290	14,604	13,978	96
Laguna	1	947	880	854	97	25	4,953	4,572	4,328	95	96	23,708	21,863	20,540	94	122	29,608	27,315	25,722	94
Lanao	1	141	99	90	91	12	734	534	458	86	69	6,671	4,864	3,846	79	82	7,546	5,497	4,394	80
Leyte	3	1,096	1,007	958	95	40	6,146	5,645	5,415	96	368	52,382	47,578	45,357	95	411	59,624	54,230	51,730	95
Manila	6	5,213	4,889	4,580	94	20	13,629	12,871	12,360	96	35	35,061	33,453	32,732	98	61	53,903	51,213	49,672	97
Marinduque	1	258	241	231	96	5	1,321	1,232	1,151	93	55	6,980	6,438	5,946	92	61	8,559	7,911	7,328	93
Masbate	1	123	113	105	93	8	834	743	698	94	46	6.504	5,760	5,502	96	55	7,461	6,616	6,305	95
Mindoro	1	190	174	164	94	18	1,217	1,039	968	93	83	7,178	6,185	5,728	93	102	8,585	7,398	6,860	93

Misamis	1	191	178	170	96	20	2,609	2,298	2,158	94	172	25,104	22,340	20,799	93	193	27,904	24,816	23,127	93
Mountain	2	421	391	382	98	15	1,276	1,114	1,005	90	140	13,539	12,467	10,744	86	157	15,236	13,972	12,131	87
Nueva Ecija	1	946	889	847	95	34	4,970	4,573	4,335	95	186	27,100	24,886	23,288	94	221	33,016	30,348	28,470	94
Nueva Vizcaya	2	384	364	345	95	8	995	891	830	93	31	3,762	3,280	3,075	94	41	5,141	4,535	4,250	94
Occidental Negros	1	742	702	652	93	29	6,017	5,426	5,058	93	150	34,917	31,153	29,336	94	180	41,676	37,281	35,046	94
Oriental Negros	2	714	613	580	95	24	2,884	2,540	2,377	98	152	17,907	15,465	13,935	90	178	21,505	18,618	16,892	91
Palawan	1	185	168	161	96	12	888	778	719	92	100	7,384	6,556	5,843	89	113	8,457	7,502	6,723	90
Pampanga	4	1,038	978	921	94	27	3,416	3,133	2,942	94	123	22,393	19,981	18,776	94	154	26,847	24,092	22,639	94
Pangasinan	3	2,775	2,694	2,617	97	47	12,245	11,515	11,117	97	372	59,295	56,520	54,282	96	422	74,315	70,729	68,016	96
Philippine Nautical School	1	49	44	44	100	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	1	49	44	44	100
Philippine Normal School	1	1,311	1,234	1,205	98	1	296	260	250	96	1	555	522	505	97	3	2,162	2,016	1,960	97
P. S. A. T. [2]	1	706	615	567	91	1	87	72	64	89	-----	-----	-----	-----	-----	2	793	687	631	92
Rizal	1	792	779	752	97	31	3,974	3,638	3,460	95	112	21,571	19,612	18,420	94	144	26,337	24,029	22,632	94
Romblon	2	280	264	246	93	8	1,154	1,070	1,007	94	59	6,404	6,017	5,517	92	69	7,838	7,351	6,770	92
Samar	3	709	628	571	91	35	4,298	3,454	3,192	92	223	24,083	19,862	18,428	93	261	29,090	23,944	22,191	93
Sorsogon	1	467	434	411	95	19	2,614	2,327	2,197	94	110	15,475	13,912	13,244	95	130	18,556	16,673	15,852	95
Sulu	1	50	42	39	93	5	381	313	275	88	79	10,310	9,169	8,179	89	85	10,741	9,524	8,493	89
Surigao	1	168	155	142	92	10	985	873	771	88	124	13,611	11,605	9,836	85	135	14,764	12,633	10,749	85
Tarlac	2	1,009	955	910	95	17	3,636	3,330	3,188	96	142	16,822	15,468	14,799	96	161	21,467	19,753	18,897	96
Tayabas	1	547	514	492	96	27	4,227	3,815	3,684	97	152	26,086	23,852	22,867	96	180	30,860	28,181	27,043	96
Union	2	1,417	1,349	1,310	97	17	5,571	5,184	4,986	96	99	18,223	16,844	16,181	96	118	25,211	23,377	22,477	96
Zambales	1	329	307	286	93	15	1,856	1,723	1,637	95	61	9,051	8,330	7,832	94	77	11,236	10,360	9,755	94
Zamboanga	1	237	220	215	98	11	1,340	1,188	1,090	92	118	12,851	11,135	9,153	82	130	14,428	12,543	10,458	83
Total	85	41,298	38,590	36,833	95	1,007	164,306	149,257	141,127	95	6,577	927,115	838,732	779,163	93	7,669	1,132,719	1,026,579	957,123	93

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[1] Central Luzon Agricultural School.

[2] Philippine School of Arts and Trades.

When compared with statistics for the previous year, the figures above show (1) an increase of 2 in the number of secondary schools; (2) an increase of 75 in the number of intermediate schools; and (3) a decrease of 40 in the number of primary schools.

The rate of increase in the number of secondary schools was 2 per cent; in the number of intermediate schools, 8 per cent.

The rate of decrease in the number of primary schools was 0.6 per cent.

Between March, 1923, and March, 1924, the average daily attendance of pupils in the primary grades increased by 2,364; in the intermediate grades, by 11,495; and in the secondary schools, by 7,144.

The rate of increase in the attendance of primary pupils was 0.3 per cent; in the attendance of intermediate pupils, 9 per cent; in the attendance of secondary students, 24 per cent.

Between March, 1923, and March, 1924, there was a decrease of 1 per cent in the percentage of attendance, which is found by dividing the average attendance by the average enrolment.

No. 3.—*Enrolment by Grades and by Sexes*

A table showing, by divisions and for the Islands, the enrolment by grades and by sexes during the month of September, 1924.

Division	Primary														
	First Grade			Second Grade			Third Grade			Fourth Grade			Total		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Abra	1, 190	731	1, 921	852	504	1, 356	715	419	1, 134	635	318	953	3, 392	1, 972	5, 364
Agusan	1, 884	2, 622	3, 506	826	700	1, 526	756	612	1, 368	625	457	1, 082	4, 091	3, 391	7, 482
Albay	5, 073	3, 716	8, 789	3, 634	2, 818	6, 452	2, 678	1, 849	4, 527	2, 048	1, 439	3, 487	13, 433	9, 822	23, 255
Antique	2, 722	2, 240	4, 962	1, 706	1, 284	2, 990	1, 394	984	2, 378	1, 016	750	1, 766	6, 838	5, 258	12, 096
Bataan	746	657	1, 403	704	513	1, 217	734	561	1, 295	639	433	1, 072	2, 823	2, 164	4, 987
Batanes	198	132	330	146	76	222	129	85	214	100	53	153	573	346	919
Batangas	4, 494	3, 009	7, 503	3, 214	2, 155	5, 369	2, 599	1, 574	4, 173	2, 135	1, 171	3, 306	12, 442	7, 909	20, 351
Bohol	8, 063	7, 291	15, 354	4, 986	4, 427	9, 413	3, 669	3, 183	6, 852	2, 605	2, 033	4, 638	19, 323	16, 934	36, 257
Bukidnon	939	584	1, 523	655	438	1, 093	516	349	865	547	351	898	2, 657	1, 722	4, 379
Bulacan	5, 149	4, 140	9, 289	4, 382	3, 404	7, 786	3, 407	2, 549	5, 956	2, 045	1, 291	3, 336	14, 983	11, 384	26, 367
Cagayan	3, 568	3, 075	6, 643	2, 716	2, 297	5, 013	2, 025	1, 555	3, 580	1, 509	1, 042	2, 551	9, 818	7, 969	17, 787
Camarines Norte	834	630	1, 464	802	544	1, 346	598	381	979	552	326	878	2, 786	1, 881	4, 667
Camarines Sur	3, 181	2, 289	5, 470	2, 227	1, 423	3, 650	1, 816	1, 210	3, 026	1, 480	840	2, 320	8, 704	5, 762	14, 466
Capiz	4, 404	3, 380	7, 784	3, 290	2, 380	5, 670	2, 611	1, 896	4, 507	2, 046	1, 395	3, 441	12, 351	9, 051	21, 402
Cavite	3, 037	2, 427	5, 464	2, 042	1, 607	3, 649	1, 645	1, 198	2, 843	1, 378	916	2, 294	8, 102	6, 148	14, 250
Cebu	10, 984	8, 382	19, 366	7, 839	5, 387	13, 226	6, 638	4, 491	11, 129	5, 014	2, 931	7, 945	30, 475	21, 191	51, 666
C. L. A. S. [1]															
Cotabato	2, 060	718	2, 778	1, 179	343	1, 522	652	200	852	403	118	521	4, 294	1, 379	5, 673
Davao	2, 461	1, 336	3, 797	1, 400	618	2, 018	943	413	1, 356	587	218	805	5, 391	2, 585	7, 976
Ilocos Norte	3, 502	2, 963	6, 465	2, 729	2, 335	5, 064	2, 430	2, 088	4, 518	1, 873	1, 490	3, 363	10, 534	8, 876	19, 410
Ilocos Sur	3, 973	2, 853	6, 826	3, 193	2, 066	5, 259	2, 944	1, 942	4, 886	2, 499	1, 605	4, 104	12, 609	8, 466	21, 075
Iloilo	7, 572	6, 467	14, 039	6, 312	5, 278	11, 590	5, 124	4, 271	9, 395	3, 818	3, 030	6, 848	22, 826	19, 046	41, 872
Isabela	1, 872	1, 626	3, 498	1, 694	1, 313	3, 007	1, 571	1, 152	2, 723	1, 338	966	2, 304	6, 475	5, 057	11, 532
Laguna	4, 345	3, 692	8, 037	3, 317	2, 680	5, 997	2, 890	2, 204	5, 094	2, 245	1, 592	3, 837	12, 797	10, 168	22, 965
Lanao	792	405	1, 197	583	280	863	494	184	678	394	115	509	2, 263	984	3, 247
Leyte	11, 770	10, 019	21, 789	6, 662	6, 229	12, 891	4, 573	4, 356	8, 929	3, 190	2, 715	5, 905	26, 195	23, 319	49, 514
Manila	5, 190	4, 637	9, 827	5, 246	4, 418	9, 664	4, 604	3, 864	8, 468	3, 954	3, 086	7, 040	18, 994	16, 005	34, 999
Marinduque	1, 590	1, 225	2, 815	923	652	1, 575	916	601	1, 517	661	418	1, 079	4, 090	2, 896	6, 986
Masbate	1, 231	973	2, 204	887	629	1, 516	723	475	1, 198	538	330	868	3, 379	2, 407	5, 786
Mindoro	1, 687	1, 374	3, 061	870	708	1, 578	675	506	1, 181	528	299	827	3, 760	2, 887	6, 647

Misamis	5,290	4,742	10,032	3,123	2,869	5,992	2,218	2,049	4,267	1,477	1,367	2,844	12,108	11,027	23,135
Mountain	3,375	1,276	4,651	1,749	700	2,449	1,683	537	2,220	1,320	431	1,751	8,127	2,944	11,071
Nueva Ecija	4,695	3,629	8,324	3,606	2,868	6,474	3,131	2,378	5,509	2,499	1,781	4,280	13,931	10,656	24,587
Nueva Vizcaya	422	347	769	438	352	790	490	388	878	428	295	723	1,778	1,382	3,160
Occidental Negros	7,265	6,468	13,733	4,605	4,051	8,656	3,926	3,309	7,235	3,213	2,478	5,691	19,009	16,306	35,315
Oriental Negros	3,953	3,252	7,205	2,027	1,715	3,742	1,946	1,503	3,449	1,379	1,015	2,394	9,305	7,485	16,790
Palawan	1,605	1,116	2,721	901	550	1,451	714	440	1,154	610	307	917	3,830	2,413	6,243
Pampanga	5,024	3,569	8,593	3,126	2,188	5,314	2,420	1,657	4,077	1,939	956	2,895	12,509	8,370	20,879
Pangasinan	8,529	7,246	15,775	6,838	5,615	12,453	6,017	4,338	10,355	6,512	4,202	10,714	27,896	21,401	49,297
Philippine Nautical School	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----
Philippine Normal School	68	71	139	56	38	94	81	57	138	80	62	142	285	228	513
P. S. A. T.[2]	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----
Rizal	3,636	3,039	6,675	2,940	2,403	5,343	2,848	2,080	4,928	1,720	1,185	2,905	11,144	8,707	19,851
Romblon	1,092	877	1,969	856	653	1,509	786	520	1,306	618	429	1,047	3,352	3,479	5,831
Samar	3,876	3,430	7,306	2,590	2.169	4,759	2,444	2,021	4,465	2,563	2,061	4,624	11,473	9,681	21,154
Sorsogon	3,075	2,341	5,416	2,272	1,753	4,025	1,881	1,529	3,410	1,339	1,179	2,518	8,567	6,802	15,369
Sulu	2,788	1,653	4,441	1,403	580	1,983	1,030	314	1,344	662	155	817	5,883	2,702	8,585
Surigao	3,674	3,138	6,812	1,583	1,440	3,023	1,063	854	1,917	718	560	1,278	7,038	5,992	13,030
Tarlac	2,881	2,634	5,515	2,218	1,693	3,911	1,882	1,403	3,285	1,599	967	2,566	8,580	6,697	15,277
Tayabas	5,337	4,402	9,739	3,872	2,992	6,864	3,040	2,300	5,340	2,340	1,692	4,032	14,589	11,386	25,975
Union	3,261	2,507	5,768	2,576	1,826	4,402	2,398	1,663	4,061	2,275	1,509	3,784	10,510	7,505	18,015
Zambales	1,800	1,470	3,270	1,256	993	2,249	994	733	1,727	851	626	1,477	4,901	3,822	8,723
Zamboanga	2,909	1,916	4,825	1,615	1,118	2,733	1,170	799	1,969	830	580	1,410	6,524	4,413	10,937
Total	179,066	141,716	320,782	124,666	96,072	220,738	102.631	76,024	178,655	81,374	55,565	136,939	487,737	369,377	857,114

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[1] Central Luzon Agricultural School.

[2] Philippine School of Arts and Trades.

No. 3.—*Enrolment by Grades and by Sexes*—Continued

Division	Intermediate											
	Fifth Grade			Sixth Grade			Seventh Grade			Total		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Abra	401	202	603	231	132	363	275	105	380	907	439	1,346
Agusan	352	225	577	131	83	214	115	50	165	598	358	956
Albay	1,064	605	1,669	591	372	963	459	265	724	2,114	1,242	3,356
Antique	686	492	1,178	411	306	717	268	237	505	1,365	1,035	2,400
Bataan	404	234	638	272	132	404	175	81	256	851	447	1,298
Batanes	79	28	107	51	20	71	53	21	74	183	69	252
Batangas	1,243	639	1,882	865	440	1,305	681	325	1,006	2,789	1,404	4,193
Bohol	1,512	963	2,475	1,046	709	1,755	910	560	1,470	3,468	2,232	5,700
Bukidnon	193	88	281	89	56	145	56	14	70	338	158	496
Bulacan	1,218	628	1,846	811	423	1,234	673	313	986	2,702	1,364	4,066
Cagayan	1,037	600	1,637	691	355	1,046	626	349	975	2,354	1,304	3,658
Camarines Norte	287	161	448	240	119	359	151	70	221	678	350	1,028
Camarines Sur	887	461	1,348	548	274	822	390	203	593	1,825	938	2,763
Capiz	1,126	725	1,851	710	422	1,132	574	423	997	2,410	1,570	3,980
Cavite	805	428	1,233	504	327	831	431	266	697	1,740	1,021	2,761
Cebu	2,758	1,610	4,368	1,602	896	2,498	1,359	768	2,127	5,719	3,274	8,993
C. L. A. S.[1]							38		38	38		38
Cotabato	222	82	304	76	43	119	80	26	106	378	151	529
Davao	241	77	318	122	35	157	76	18	94	439	130	569
Ilocos Norte	1,209	895	2,104	723	502	1,225	567	489	1,056	2,499	1,886	4,385
Ilocos Sur	1,552	902	2,454	973	551	1,524	784	437	1,221	3,309	1,890	5,199
Iloilo	2,410	1,690	4,100	1,665	1,026	2,691	1,052	784	1,836	5,127	3,500	8,627
Isabela	800	516	1,316	602	333	935	492	256	748	1,894	1,105	2,999
Laguna	1,392	833	2,225	912	560	1,472	789	453	1,242	3,093	1,846	4,939
Lanao	196	91	287	107	46	153	70	37	107	373	174	547
Leyte	1,716	1,553	3,269	1,066	855	1,921	702	476	1,178	3,484	2,884	6,368
Manila	3,534	2,489	6,023	3,040	1,785	4,825	2,285	1,547	3,832	8,859	5,821	14,680
Marinduque	414	244	658	297	187	484	166	119	285	877	550	1,427
Masbate	299	152	451	201	90	291	130	64	194	630	306	936
Mindoro	290	165	455	228	113	341	176	95	271	694	373	1,067
Misamis	703	564	1,267	432	301	733	299	224	523	1,434	1,089	2,523
Mountain	523	135	658	276	91	367	203	67	270	1,002	293	1,295
Nueva Ecija	1,671	955	2,626	1,178	593	1,771	788	413	1,201	3,637	1,961	5,598
Nueva Vizcaya	247	151	398	177	114	291	140	87	227	564	352	916
Occidental Negros	1,649	1,217	2,866	1,048	745	1,793	734	526	1,260	3,431	2,488	5,919

Oriental Negros	754	482	1,236	508	323	831	389	265	654	1,651	1,070	2,721
Palawan	275	105	380	212	57	269	193	55	248	680	217	897
Pampanga	1,195	529	1,724	769	326	1,095	623	270	893	2,587	1,125	3,712
Pangasinan	3,850	2,025	5,875	2,427	1,208	3,635	1,813	965	2,778	8,090	4,198	12,288
Philippine Nautical School	----	----	----	----	----	----	----	----	----	----	----	----
Philippine Normal School	44	48	92	46	43	89	46	47	93	136	138	274
P. S. A. T. [2]	----	----	----	----	----	----	39	----	39	39	----	39
Rizal	1,211	669	1,880	712	372	1,084	515	298	813	2,438	1,339	3,777
Romblon	323	210	533	230	107	337	142	77	219	695	394	1,089
Samar	1,231	833	2,064	693	431	1,124	413	258	671	2,337	1,522	3,859
Sorsogon	902	715	1,617	528	390	918	373	295	668	1,803	1,400	3,203
Sulu	230	51	281	101	39	140	61	20	81	392	110	502
Surigao	307	181	488	141	114	255	124	88	212	572	383	955
Tarlac	973	577	1,550	746	367	1,113	550	266	816	2,269	1,210	3,479
Tayabas	1,267	870	2,137	778	470	1,248	611	336	947	2,656	1,676	4,332
Union	1,836	1,044	2,880	1,096	601	1,697	839	507	1,346	3,771	2,152	5,923
Zambales	643	357	1,000	412	233	645	259	173	432	1,314	763	2,077
Zamboanga	458	297	755	259	170	429	226	92	318	943	559	1,502
Total	48,619	29,793	78,412	31,574	18,287	49,861	23,983	14,180	38,163	104,176	62,260	166,436

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[1] Central Luzon Agricultural School.

[2] Philippine School of Arts and Trades.

No. 3.—*Enrolment by Grades and by Sexes*—Continued

Division	Secondary															Grand Total		
	First Year			Second Year			Third Year			Fourth Year			Total					
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Abra	170	118	288	105	72	177	77	20	97	32	16	48	384	226	610	4,683	2,637	7,320
Agusan	65	25	90	26	5	31							91	30	121	4,780	3,779	8,559
Albay	269	132	401	203	110	313	92	44	136	50	26	76	614	312	926	16,161	11,376	27,537
Antique	162	132	294	79	63	142	58	26	84	29	8	37	328	229	557	8,531	6,522	15,053
Bataan	89	77	166	73	37	110	29	12	41	27	5	32	218	131	349	3,892	2,742	6,634
Batanes	29	11	40	16	1	17							45	12	57	801	427	1,228
Batangas	382	137	519	183	80	263	115	23	138	82	21	103	762	261	1,023	15,993	9,574	25,567
Bohol	531	354	885	232	92	324	81	16	97	39	9	48	883	471	1,354	23,674	19,637	43,311
Bukidnon [1]	31	30	61	26		26	22		22				79	30	109	3,074	1,910	4,984
Bulacan	283	106	389	112	57	169	89	31	120	65	15	80	549	209	758	18,234	12,957	31,191
Cagayan	309	174	483	159	91	250	122	29	151	58	19	77	648	313	961	12,820	9,586	22,406
Camarines Norte	96	52	148	44	24	68	46	9	55	28	10	38	214	95	309	3,678	2,326	6,004
Camarines Sur	260	152	412	159	89	248	96	36	132	57	22	79	572	299	871	11,101	6,999	18,100
Capiz	265	197	462	154	93	247	70	33	103	53	24	77	542	347	889	15,303	10,968	26,271
Cavite	217	128	345	159	113	272	78	31	109	63	20	83	517	292	809	10,359	7,461	17,820
Cebu	889	426	1,315	493	204	697	249	90	339	150	50	200	1,781	770	2,551	37,975	25,235	63,210
C. L. A. S. [2]	187		187	143		143	135		135	106		106	571		571	609		609
Cotabato	52	12	64										52	12	64	4,724	1,542	6,266
Davao	32	5	37	26	9	35							58	14	72	5,888	2,729	8,617
Ilocos Norte	456	421	877	338	273	611	220	141	361	199	79	278	1,213	914	2,127	14,246	11,676	25,922
Ilocos Sur	672	401	1,073	339	253	592	263	157	420	124	69	193	1,398	880	2,278	17,316	11,236	28,552
Iloilo	584	486	1,070	367	343	710	217	159	376	123	73	196	1,291	1,061	2,352	29,244	23,607	52,851
Isabela	221	141	362	163	68	231	109	30	139	64	11	75	557	250	807	8,926	6,412	15,338
Laguna	304	201	505	179	76	255	101	28	129	54	18	72	638	323	961	16,528	12,337	28,865
Lanao	58	27	85	19	6	25							77	33	110	2,713	1,191	3,904
Leyte	342	318	660	173	132	305	72	36	108	43	22	65	630	508	1,138	30,309	26,711	57,020
Manila	1,637	1,155	2,792	1,168	633	1,801	572	253	825	464	182	646	3,841	2,223	6,064	31,694	24,049	55,743
Marinduque	79	66	145	41	37	78	28	26	54	16	9	25	164	138	302	5,131	3,584	8,715
Masbate	74	28	102	31	10	41	20	5	25	22	4	26	147	47	194	4,156	2,760	6,916
Mindoro	89	40	129	58	22	80	28	5	33	16	4	20	191	71	262	4,645	3,331	7,976
Misamis	77	63	140	35	16	51	17	4	21	17	3	20	146	86	232	13,688	12,202	25,890
Mountain	194	58	252	114	24	138	51	13	64	48	8	56	407	103	510	9,536	3,340	12,876
Nueva Ecija	360	184	544	285	113	398	106	36	142	78	15	93	829	348	1,177	18,397	12,965	31,362
Nueva Vizcaya	125	71	196	82	42	124	59	17	76	24	3	27	290	133	423	2,632	1,867	4,499
Occidental Negros	237	156	393	138	89	227	96	33	129	42	20	62	513	298	811	22,953	19,092	42,045
Oriental Negros	257	171	428	115	50	165	48	16	64	28	9	37	448	246	694	11,404	8,801	20,205
Palawan	65	23	88	35	5	40	20	5	25	14	3	17	134	36	170	4,644	2,666	7,310
Pampanga	357	135	492	255	107	362	199	39	238	124	25	149	935	306	1,241	16,031	9,801	25,832

Pangasinan	1,033	621	1,654	780	417	1,197	435	172	607	238	68	306	2,486	1,278	3,764	38,472	26,877	65,349
Philippine Nautical School	-------	-------	-------	-------	-------	-------	21	-------	21	22	-------	22	43	-------	43	43	-------	43
Philippine Normal School	48	249	297	117	250	367	243	303	546	128	171	299	536	973	1,509	957	1,339	2,296
P. S. A. T.[3]	232	-------	232	187	-------	187	115	-------	115	124	-------	124	658	-------	658	697	-------	697
Rizal	239	114	353	188	86	274	124	24	148	89	15	104	640	239	879	14,222	10,285	24,507
Romblon	116	54	170	56	28	84	31	11	42	16	2	18	219	95	314	4,266	2,968	7,234
Samar	173	99	272	102	24	126	64	2	66	52	3	55	391	128	519	14,201	11,331	25,532
Sorsogon	219	194	413	88	51	139	46	18	64	21	4	25	374	267	641	10,744	8,469	19,213
Sulu	26	8	34	15	2	17	9	-------	9	-------	-------	-------	50	10	60	6,325	2,822	9,147
Surigao	54	43	97	18	13	31	13	7	20	17	5	22	102	68	170	7,712	6,443	14,155
Tarlac	244	122	466	218	101	319	123	31	154	119	19	138	804	273	1,077	11,653	8,180	19,833
Tayabas	216	79	295	124	37	161	68	25	93	47	15	62	455	156	611	17,700	13,218	30,918
Union	482	299	781	276	137	413	226	100	326	161	46	207	1,145	582	1,727	15,426	10,239	25,665
Zambales	145	58	203	80	50	130	45	18	63	32	7	39	302	133	435	6,517	4,718	11,235
Zamboanga	68	21	89	59	10	69	42	6	48	15	9	24	184	46	230	7,651	5,018	12,669
Total	13,901	8,374	22,275	8,635	4,645	13,280	5,190	2,120	7,310	3,420	1,166	4,586	31,146	16,305	47,451	623,059	447,942	1,071,001

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[1] Second-year students were on vacation in September, 1924; therefore, October, 1924, enrolment is given.

[2] Central Luzon Agricultural School.

[3] Philippine School of Arts and Trades.

When compared with corresponding figures for September, 1923, the figures in Table 3 show (1) a decrease of 16,485 in the number of boys, and a decrease of 5,134 in the number of girls, in the primary grades; (2) an increase of 6,430 in the number of boys, and an increase of 5,218 in the number of girls, in the intermediate grades; and (3) an increase of 4,711 in the number of boys, and an increase of 3,556 in the number of girls, in the secondary schools.

There were decreases in the number of pupils enrolled in the first, second, and third grades. The rates of decrease in the number of boys and in the number of girls in the first grade were 6 per cent and 5 per cent respectively; in the second grade, 4 per cent and 2 per cent respectively. In the third grade there was a decrease of 2 per cent in the number of boys and an increase of 0.3 per cent in the number of girls. The rates of increase in the number of boys and in the number of girls in the fourth grade were 4 per cent and 7 per cent respectively.

The rates of increase in the number of boys and in the number of girls in the fifth grade were 7 per cent and 10 per cent respectively; in the sixth grade, 6 per cent and 8 per cent respectively; in the seventh grade, 6 per cent and 9 per cent respectively.

The rates of increase in the number of boys and in the number of girls in the first year secondary were 8 per cent and 13 per cent respectively; in the second year, 24 per cent and 45 per cent respectively; in the third year, 24 per cent and 51 per cent respectively; in the fourth year, 42 per cent and 41 per cent respectively.

In every grade in which there were increases, except in the fourth year secondary, the rate of increase in the number of girls was greater than the rate of increase in the number of boys.

No. 4.—*Enrolment of Secondary Students by Courses*

A table showing, by divisions and for the Islands, the enrolment of secondary students by courses, based on the monthly enrolment for March, 1924.

Division	First Year														Second Year													
	General		Normal		Com-mercial		Trade	Farming	Domestic Science	Total			General		Normal		Com-mercial		Trade	Farming	Domestic Science	Total		
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Boys	Girls	Boys	Girls	Total	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Boys	Girls	Boys	Girls	Total
Abra	150	61	10	34				29		189	95	284	69	31						26		95	31	126
Agusan	43	20								43	20	63	19	6								19	6	25
Albay	264	60	33	97						297	157	454	114	24	16	63						130	87	217
Antique	136	122								136	122	258	63	46								63	46	109
Bataan	106	53								106	53	159	43	24								43	24	67
Batanes	27	11								27	11	38	17	3								17	3	20
Batangas	259	96					38		29	297	125	422	163	29					21		7	184	36	220
Bohol	390	117						19	107	409	224	633	135	25							32	135	57	192
Bukidnon								29		29		29								36		36		36
Bulacan	226	99								226	99	325	99	37								99	37	136
Cagayan	191	37	40	69					34	231	140	371	105	12	21	13					10	126	35	161
Camarines Norte	70	35								70	35	105	55	14								55	14	69
Camarines Sur	176	77	29	41				36		241	118	359	96	38	19	27						115	65	180
Capiz	179	103	25	53				21		225	156	381	92	40	4	11						96	51	147
Cavite	172	148						37		209	148	357	84	39								84	39	123
Cebu	531	165	71	130						602	295	897	279	78	24	42						303	120	423
C. L. A. S.[1]								171		171		171								154		154		154
Cotabato								31		31		31												
Davao	33	8								33	8	41												
Ilocos Norte	377	217	44	138			18			439	355	794	260	163	21	60						281	223	504
Ilocos Sur	371	160	32	49				45	147	448	356	804	290	89	38	66				31	80	359	235	594
Iloilo	467	222	39	184						506	406	912	268	122	21	133						289	255	544
Isabela	200	104						45		245	104	349	147	50								147	50	197
Laguna	248	116							57	248	173	421	151	28							14	151	42	193
Lanao	33	16								33	16	49	14	3								14	3	17
Leyte	189	84	19	58			52		150	260	292	552	119	31	10	19			25		57	154	107	261
Manila	1,319	899			147	32				1,466	931	2,397	663	375			87	12				750	387	1,137
Marinduque	69	55								69	55	124	41	30								41	30	71

Masbate	42	20								42	20	62	12	8								12	8	20
Mindoro	53	10	20	18						73	28	101	25	6	14	4						39	10	49
Misamis	56	43								56	43	99	19	10								19	10	29
Mountain	35	22	36	27				70		141	49	190	26	11	18	8				28		72	19	91
Nueva Ecija	346	147								346	147	493	119	57								119	57	176
Nueva Vizcaya	31	16	42	48				36		109	64	173	30	18	13	37				32		75	55	130
Occidental Negros	192	162								192	162	354	113	54								113	54	167
Oriental Negros	153	7	66	52					80	219	139	358	68	2	20	6					15	88	23	111
Palawan	68	18								68	18	86	34	6								34	6	40
Pampanga	234	66					31	58	60	323	126	449	148	34					27	38	21	213	55	268
Pangasinan	508	36	407	261			29		205	944	502	1,446	264	31	192	91			8		88	464	210	674
Philippine Nautical School																								
Philippine Normal School			83	169					85	83	254	337			142	171					70	142	241	383
P. S. A. T.[2]							184			184		184							177			177		177
Rizal	249	110								249	110	359	175	44								175	44	219
Romblon	74	59						16		90	59	149	47	24								47	24	71
Samar	93	38	17	23			26	66	36	202	97	299	37	6	27	9			16	46	19	126	34	160
Sorsogon	140	110								140	110	250	81	22								81	22	103
Sulu	18	4								18	4	22	16	1								16	1	17
Surigao	54	33								54	33	87	28	11								28	11	39
Tarlac	274	59	29	41			30		47	333	174	480	154	24	12	12					13	166	49	215
Tayabas	160	76								160	76	236	91	31								91	31	122
Union	376	188					33			409	188	597	235	98					22			257	98	355
Zambales	92	59								92	59	151	51	23								51	23	74
Zamboanga	53	13	23	11						76	24	100	24	6	25	7						49	13	62
Total	9,527	4,381	1,065	1,503	147	32	441	709	1,037	11,899	6,953	18,842	5,183	1,864	637	779	87	12	296	391	426	6,594	3,031	9,675

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[1] Central Luzon Agricultural School.

[2] Philippine School of Arts and Trades.

No. 4.—*Enrolment of Secondary Students by Courses*—Continued

Division	Third Year													
	General		Normal		Commercial		Trade	Surveying	Farming	Domestic Science	Nautical	Total		
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Boys	Boys	Girls	Boys	Boys	Girls	Total
Abra	50	17										50	17	67
Agusan														
Albay	50	12	10	21								60	33	93
Antique	28	9										28	9	37
Bataan	34	6										34	6	40
Batanes														
Batangas	105	21								6		105	27	132
Bohol	54	10								2		54	12	66
Bukidnon														
Bulacan	69	20										69	20	89
Cagayan	66	8								13		66	21	87
Camarines Norte	33	10										33	10	43
Camarines Sur	67	24										67	24	91
Capiz	49	17	3	10								52	27	79
Cavite	65	23										65	23	88
Cebu	145	48	8	11	18							171	59	230
C. L. A. S.[1]									134			134		134
Cotabato														
Davao														
Ilocos Norte	227	61	26	27								253	88	341
Ilocos Sur	143	21	20	51					25	19		188	91	279
Iloilo	162	55	1	31								163	86	249
Isabela	84	12										84	12	96
Laguna	94	22								10		94	32	126
Lanao	13	2										13	2	15
Leyte	39	9			19	3				16		58	28	86
Manila	502	212			19							521	212	733
Marinduque	15	7										15	7	22
Masbate	23	5										23	5	28
Mindoro	18	4										18	4	22
Misamis	17	4										17	4	21
Mountain	20	5	9	4					24			53	9	62
Nueva Ecija	96	32										96	32	128

Nueva Vizcaya	30	3										30	3	33
Occidental Negros	50	24										50	24	74
Oriental Negros	32	6								8		32	14	46
Palawan	13	3										13	3	16
Pampanga	84	26							38			122	26	148
Pangasinan	178	25	96	18						27		274	70	344
Philippine Nautical School											23	23		23
Philippine Normal School			162	125						31		162	156	318
P. S. A. T.[2]							88	10				98		98
Rizal	94	18										94	18	112
Romblon	15	3										15	3	18
Samar	26	6							33			59	6	65
Sorsogon	26	9										26	9	35
Sulu														
Surigao	19	7										19	7	26
Tarlac	137	16								3		137	19	156
Tayabas	65	17										65	17	82
Union	181	61										181	61	242
Zambales	36	7										36	7	43
Zamboanga	23	9										23	9	32
Total	3,277	916	335	298	56	3	88	10	254	135	23	4,043	1,352	5,395

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[1] Central Luzon Agricultural School.

[2] Philippine School of Arts and Trades.

No. 4.—*Enrolment of Secondary Students by Courses*—Continued

Division	Fourth Year														
	General		Normal		Commercial		Trade	Surveying	Farming	Domestic Science	Nautical	Total		
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Boys	Boys	Girls	Boys	Boys	Girls	Total
Abra	33	6										33	6	39
Agusan														
Albay	22	12	5	8								27	20	47
Antique	24	7										24	7	31
Bataan	25	2										25	2	27
Batanes														
Batangas	57	8								2		57	10	67
Bohol	23	1								1		23	2	25
Bukidnon														
Bulacan	49	20										49	20	69
Cagayan	45	5								4		45	9	54
Camarines Norte	18	2										18	2	20
Camarines Sur	46	15										46	15	61
Capiz	23	19	4									27	19	46
Cavite	23	18										23	18	41
Cebu	93	30	11	7	21	7						125	44	169
C. L. A. S.[1]									73			73		73
Cotabato														
Davao														
Ilocos Norte	131	63	14	19								145	82	227
Ilocos Sur	75	23	9	13						3		84	39	123
Iloilo	114	36	4	7						5		118	48	166
Isabela	36	8										36	8	44
Laguna	37	9			11					6		48	15	63
Lanao														
Leyte	19	9			6	2				11		25	22	47
Manila	290	114			17	6						307	120	427
Marinduque	15	2										15	2	17
Masbate														
Mindoro														
Misamis	16	5										16	5	21
Mountain			10	4					18			28	4	32
Nueva Ecija	70	9										70	9	79

Nueva Vizcaya	13	4										13	4	17
Occidental Negros	54	21										54	21	75
Oriental Negros	21	5								7		21	12	33
Palawan	11	3										11	3	14
Pampanga	72	15										72	15	87
Pangasinan	69	13	75	22						15		144	50	194
Philippine Nautical School											20	20		20
Philippine Normal School			68	61						32		68	93	161
P. S. A. T. [2]							62	46				108		108
Rizal	51	12										51	12	63
Romblon	10	5										10	5	15
Samar	26	3							18			44	3	47
Sorsogon	28	4										28	4	32
Sulu														
Surigao														
Tarlac	71	7								2		71	9	80
Tayabas	34	16										34	16	50
Union	88	32										88	32	120
Zambales	25	4										25	4	29
Zamboanga	17	2										17	2	19
Total	1,874	569	200	141	55	15	62	46	109	88	20	2,366	813	3,179

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[1] Central Luzon Agricultural School.

[2] Philippine School of Arts and Trades.

No. 4.—*Enrolment of Secondary Students by Courses*—Continued

Division	Grand Total													
	General		Normal		Commercial		Trade	Surveying	Farming	Domestic Science	Nautical	Total		
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Boys	Boys	Girls	Boys	Boys	Girls	Total
Abra	302	115	10	34					55			367	149	516
Agusan	62	26										62	26	88
Albay	450	108	64	189								514	297	811
Antique	251	184										251	184	435
Bataan	208	85										208	85	293
Batanes	44	14										44	14	58
Batangas	584	154					59			44		643	198	841
Bohol	602	153							19	142		621	295	916
Bukidnon									65			65		65
Bulacan	443	176										443	176	619
Cagayan	407	62	61	82						61		468	205	673
Camarines Norte	176	61										176	61	237
Camarines Sur	385	154	48	68					36			469	222	691
Capiz	343	179	36	74					21			400	253	653
Cavite	344	228							37			381	228	609
Cebu	1,048	321	114	190	39	7						1,201	518	1,719
C. L. A. S.[1]									532			532		532
Cotabato									31			31		31
Davao	33	8										33	8	41
Ilocos Norte	995	504	105	244			18					1,118	748	1,866
Ilocos Sur	879	293	99	179					101	249		1,079	721	1,800
Iloilo	1,011	435	65	355						5		1,076	795	1,871
Isabela	467	174							45			512	174	686
Laguna	530	175			11					87		541	262	803
Lanao	60	21										60	21	81
Leyte	366	133	29	77	25	5	77			234		497	449	946
Manila	2,774	1,600			270	50						3,044	1,650	4,694
Marinduque	140	94										140	94	234
Masbate	77	33										77	33	110
Mindoro	96	20	34	22								130	42	172
Misamis	108	62										108	62	170
Mountain	81	38	73	43					140			294	81	375
Nueva Ecija	631	245										631	245	876

Nueva Vizcaya	104	41	55	85					68			227	126	353
Occidental Negros	409	261										409	261	670
Oriental Negros	274	20	86	58						110		360	188	548
Palawan	126	30										126	30	156
Pampanga	538	141					58		134	81		730	222	952
Pangasinan	1,019	105	770	392			37			335		1,826	832	2,658
Philippine Nautical School											43	43		43
Philippine Normal School			455	526						218		455	744	1,199
P. S. A. T.[2]							511	56				567		567
Rizal	569	184										569	184	753
Romblon	146	91							16			162	91	253
Samar	182	53	44	32			42		163	55		431	140	571
Sorsogon	275	145										275	145	420
Sulu	34	5										34	5	39
Surigao	101	51										101	51	152
Tarlac	636	106	41	53			30			65		707	224	931
Tayabas	350	140										350	140	490
Union	880	379					55					935	379	1,314
Zambales	204	93										204	93	297
Zamboanga	117	30	48	18								165	48	213
Total	19,861	7,730	2,237	2,721	345	62	887	56	1,463	1,686	43	24,892	12,199	37,091

[1] Central Luzon Agricultural School.

[2] Philippine School of Arts and Trades.

When compared with statistics for March, 1923, the figures in Table 4 show (1) an increase of 5,341 in the number of secondary students enrolled in the general course; (2) an increase of 1,133 in the number of secondary students enrolled in normal courses; (3) an increase of 127 in the number of secondary students enrolled in commercial courses; (4) an increase of 115 in the number of secondary students enrolled in the trade course; (5) a decrease of 4 in the number of secondary students enrolled in the surveying course; (6) an increase of 278 in the number of secondary students enrolled in the farming courses; (7) an increase of 437 in the number of secondary students enrolled in the domestic-science course; and (8) a decrease of 10 in the number of secondary students enrolled in the nautical course.

The rate of increase in the number of secondary students enrolled in the general course was 24 per cent; in the normal courses, 30 per cent; in the commercial courses, 45 per cent; in the trade course, 15 per cent; in the farming courses, 23 per cent; in the domestic-science course, 35 per cent.

The rate of decrease in the number of secondary students enrolled in the surveying course was 7 per cent; in the nautical course, 19 per cent.

No. 5.—*Enrolment of Intermediate Pupils by Courses*

A table showing, by divisions and for the Islands, the enrolment of intermediate pupils by courses, based on the monthly enrolment, March, 1924.

Division	Fifth Grade								Sixth Grade							
	General		Trade	Farming	Housekeeping and Household Arts	Total			General		Trade	Farming	Housekeeping and Household Arts	Total		
	Boys	Girls	Boys	Boys	Girls	Boys	Girls	Total	Boys	Girls	Boys	Boys	Girls	Boys	Girls	Total
Abra	324	117	-------	37	108	361	225	586	222	38	-------	50	99	272	137	409
Agusan	162	136	-------	68	15	230	151	381	84	58	-------	39	6	123	64	187
Albay	799	480	62	46	78	907	558	1, 465	507	276	44	36	53	587	329	916
Antique	443	358	25	-------	-------	468	358	826	269	259	22	-------	-------	291	259	550
Bataan	337	193	-------	-------	-------	337	193	530	252	57	-------	-------	49	252	106	358
Batanes	60	34	-------	-------	-------	60	34	94	41	26	-------	-------	-------	41	26	67
Batangas	989	102	32	22	422	1, 043	524	1, 567	624	63	28	27	270	679	333	1, 012
Bohol	1, 251	175	42	6	633	1, 299	808	2. 107	873	86	41	6	427	920	513	1, 433
Bukidnon	-------	-------	-------	117	78	117	78	195	-------	-------	-------	46	21	46	21	67
Bulacan	930	535	27	-------	-------	957	535	1, 492	753	373	30	-------	-------	783	373	1, 156
Cagayan	836	362	40	-------	158	876	520	1, 396	548	210	64	-------	137	612	347	959
Camarines Norte	294	153	-------	-------	-------	294	153	447	164	77	-------	-------	-------	164	77	241
Camarines Sur	668	80	42	33	323	743	403	1, 146	447	18	48	36	197	531	215	746
Capiz	923	124	22	18	522	963	646	1, 609	657	90	28	15	389	700	479	1, 179
Cavite	676	329	-------	34	85	710	414	1, 124	444	210	-------	27	112	471	322	793
Cebu	1, 932	1, 169	69	-------	-------	2, 001	1, 169	3, 170	1, 292	691	41	-------	33	1, 333	724	2, 057
C. L. A. S.[1]	-------	-------	-------	-------	-------	-------	-------	-------	-------	-------	-------	27	10	27	10	37
Cotabato	16	9	-------	59	33	75	42	117	16	7	-------	58	23	74	30	104
Davao	131	-------	-------	40	55	171	55	226	86	-------	-------	26	31	112	31	143
Ilocos Norte	971	696	31	60	-------	1, 062	696	1, 758	586	53	27	20	420	633	473	1, 106
Ilocos Sur	1, 128	747	33	82	3	1, 243	750	1, 993	822	504	26	59	-------	907	504	1, 411
Iloilo	2, 068	309	36	-------	1, 143	2, 104	1, 452	3, 556	1, 287	142	27	-------	758	1, 314	900	2, 214
Isabela	658	315	32	77	122	767	437	1, 204	425	188	41	60	91	526	279	805
Laguna	1, 158	351	-------	-------	397	1, 158	748	1, 906	849	213	-------	-------	264	849	477	1, 326
Lanao	90	50	-------	65	10	155	60	215	69	40	-------	25	-------	94	40	134

Leyte	1,290	--------	83	--------	1,191	1,373	1,191	2,564	794	--------	118	--------	693	912	693	1,605
Manila	3,051	1,655	--------	--------	334	3,051	1,989	5,040	2,609	1,355	--------	--------	244	2,609	1,599	4,208
Marinduque	399	34	--------	--------	185	399	219	618	200	23	--------	--------	114	200	137	337
Masbate	231	116	--------	--------	--------	231	116	347	152	82	--------	--------	--------	152	82	234
Mindoro	269	56	--------	--------	88	269	144	413	212	28	--------	--------	65	212	93	305
Misamis	564	202	--------	--------	263	564	465	1,029	337	108	--------	--------	173	337	281	618
Mountain	359	87	--------	63	34	422	121	543	185	56	--------	36	19	221	75	296
Nueva Ecija	1,316	580	21	--------	144	1,337	724	2,061	828	333	7	--------	95	835	428	1,263
Nueva Vizcaya	144	111	35	51	50	230	161	391	105	53	33	29	34	167	87	254
Occidental Negros	1,290	343	--------	--------	608	1,290	951	2,241	900	191	--------	--------	493	900	684	1,584
Oriental Negros	551	347	19	--------	--------	570	347	917	430	338	25	--------	--------	455	338	793
Palawan	186	84	31	9	5	226	89	315	160	63	33	3	4	196	67	263
Pampanga	832	348	66	--------	36	898	384	1,282	604	263	58	--------	31	662	294	956
Pangasinan	3,021	--------	66	124	1,769	3,211	1,769	4,980	2,021	--------	65	81	1,151	2,167	1,151	3,318
Philippine Normal School	42	42	--------	--------	--------	42	42	84	44	47	--------	--------	--------	44	47	91
P. S. A. T. [2]	--------	--------	--------	--------	--------	--------	--------	--------	--------	--------	--------	--------	--------	--------	--------	--------
Rizal	959	--------	--------	--------	544	959	544	1,503	730	--------	--------	--------	416	730	416	1,146
Romblon	266	97	--------	43	59	309	156	465	179	22	--------	28	79	207	101	308
Samar	939	--------	36	29	707	1,004	707	1,711	417	--------	29	33	343	479	343	822
Sorsogon	593	401	--------	--------	74	593	475	1,068	398	255	--------	--------	43	398	298	696
Sulu	77	36	--------	21	--------	98	36	134	55	21	--------	7	--------	62	21	83
Surigao	223	127	--------	--------	44	223	171	394	150	61	--------	--------	43	150	104	254
Tarlac	991	--------	--------	--------	520	991	520	1,511	620	--------	--------	--------	289	620	289	909
Tayabas	990	27	46	--------	650	1,036	677	1,713	645	6	69	--------	375	714	381	1,095
Union	1,507	671	--------	--------	106	1,507	777	2,284	895	248	28	--------	301	923	549	1,472
Zambales	412	230	37	26	38	475	268	743	243	161	38	9	27	290	188	478
Zamboanga	316	129	37	--------	74	353	203	556	214	54	24	--------	52	238	106	344
Total	37,662	12,547	970	1,130	11,708	39,762	24,255	64,017	25,444	7,447	994	783	8,474	27,221	15,921	43,142

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[1] Central Luzon Agricultural School.

[2] Philippine School of Arts and Trades.

No. 5.—*Enrolment of Intermediate Pupils by Courses*—Continued

Division	Seventh Grade								Total for the Grades							
	General		Trade	Farming	Housekeeping and Household Arts	Total			General		Trade	Farming	Housekeeping and Household Arts	Total		
	Boys	Girls	Boys	Boys	Girls	Boys	Girls	Total	Boys	Girls	Boys	Boys	Girls	Boys	Girls	Total
Abra	207	16	--------	20	101	227	117	344	753	171	--------	107	308	860	479	1,339
Agusan	31	22	--------	21	10	52	32	84	277	216	--------	128	31	405	247	652
Albay	308	206	43	40	48	391	254	645	1,614	962	149	122	179	1,885	1,141	3,026
Antique	228	211	25	--------	--------	253	211	464	940	828	72	--------	--------	1,012	828	1,840
Bataan	179	44	--------	--------	68	179	112	291	768	294	--------	--------	117	768	411	1,179
Batanes	38	14	--------	--------	--------	38	14	52	139	74	--------	--------	--------	139	74	213
Batangas	579	51	39	37	272	655	323	978	2,192	216	99	86	964	2,377	1,180	3,557
Bohol	637	197	41	6	221	684	418	1,102	2,761	458	124	18	1,281	2,903	1,739	4,642
Bukidnon	--------	--------	--------	43	40	43	40	83	--------	--------	--------	206	139	206	139	345
Bulacan	615	248	26	--------	--------	641	248	889	2,298	1,156	83	--------	--------	2,381	1,156	3,537
Cagayan	488	192	60	--------	157	548	349	897	1,872	764	164	--------	452	2,036	1,216	3,252
Camarines Norte	102	56	--------	--------	--------	102	56	158	560	286	--------	--------	--------	560	286	846
Camarines Sur	276	--------	28	35	191	339	191	530	1,391	98	118	104	711	1,613	809	2,422
Capiz	446	60	31	21	322	498	382	880	2,026	274	81	54	1,233	2,161	1,507	3,668
Cavite	372	188	--------	18	78	390	266	656	1,492	727	--------	79	275	1,571	1,002	2,573
Cebu	1,227	514	20	--------	150	1,247	664	1,911	4,451	2,374	130	--------	183	4,581	2,557	7,138
C. L. A. S.[1]	--------	--------	--------	31	4	31	4	35	--------	--------	--------	58	14	58	14	72
Cotabato	12	2	--------	51	16	63	18	81	44	18	--------	168	72	212	90	302
Davao	51	--------	--------	11	17	62	17	79	268	--------	--------	77	103	345	103	448
Ilocos Norte	544	37	22	25	400	591	437	1,028	2,101	786	80	105	820	2,286	1,606	3,892
Ilocos Sur	708	--------	24	64	486	796	486	1,282	2,658	1,251	83	205	489	2,946	1,740	4,686
Iloilo	910	108	25	--------	548	935	656	1,591	4,265	559	88	--------	2,449	4,353	3,008	7,361
Isabela	263	86	36	55	86	354	172	526	1,346	589	109	192	299	1,647	888	2,535
Laguna	621	79	24	--------	348	645	427	1,072	2,628	643	24	--------	1,009	2,652	1,652	4,304
Lanao	43	15	--------	16	--------	59	15	74	202	105	--------	106	10	308	115	423
Leyte	469	--------	47	--------	453	516	453	969	2,553	--------	248	--------	2,337	2,801	2,337	5,138
Manila	1,855	1,113	--------	--------	155	1,855	1,268	3,123	7,515	4,123	--------	--------	733	7,515	4,856	12,371
Marinduque	116	18	--------	--------	70	116	88	204	715	75	--------	--------	369	715	444	1,159
Masbate	92	44	--------	--------	--------	92	44	136	475	242	--------	--------	--------	475	242	717
Mindoro	167	15	--------	--------	63	167	78	245	648	99	--------	--------	216	648	315	963

Misamis	264	49	--------	--------	183	264	232	496	1,165	359	--------	--------	619	1,165	978	2,143
Mountain	127	45	--------	79	16	206	61	267	671	188	--------	178	69	849	257	1,106
Nueva Ecija	693	251	18	--------	97	711	348	1,059	2,837	1,164	46	--------	336	2,883	1,500	4,383
Nueva Vizcaya	77	38	24	14	37	115	75	190	326	202	92	94	121	512	323	835
Occidental Negros	703	162	--------	--------	338	703	500	1,203	2,893	696	--------	--------	1,439	2,893	2,135	5,028
Oriental Negros	336	245	24	--------	--------	360	245	605	1,317	930	68	--------	--------	1,385	930	2,315
Palawan	89	43	10	11	7	110	50	160	435	190	74	23	16	532	206	738
Pampanga	461	190	47	19	24	527	214	741	1,897	801	171	19	91	2.087	892	2,979
Pangasinan	1,676	--------	48	52	920	1,776	920	2,696	6,718	--------	179	257	3,840	7,154	3,840	10,994
Philippine Normal School	44	34	--------	--------	--------	44	34	78	130	123	--------	--------	--------	130	123	253
P. S. A. T.[2]	--------	--------	63	--------	--------	63	--------	63	--------	--------	63	--------	--------	63	--------	63
Rizal	504	--------	--------	--------	295	504	295	799	2,193	--------	--------	--------	1,255	2,193	1,255	3,448
Romblon	138	15	--------	29	75	167	90	257	583	134	--------	100	213	683	347	1,030
Samar	294	--------	32	36	215	362	215	577	1,650	--------	97	98	1,265	1,845	1,265	3,110
Sorsogon	294	182	--------	--------	35	294	217	511	1,285	838	--------	--------	152	1,285	990	2,275
Sulu	37	--------	--------	15	13	52	13	65	169	57	--------	43	13	212	70	282
Surigao	79	42	--------	--------	20	79	62	141	452	230	--------	--------	107	452	337	789
Tarlac	463	--------	24	--------	184	487	184	671	2,074	--------	24	--------	993	2,098	993	3,091
Tayabas	468	--------	57	--------	275	525	275	800	2,103	33	172	--------	1,300	2,275	1,333	3,608
Union	743	--------	30	--------	391	773	391	1,164	3,145	919	58	--------	798	3,203	1,717	4,920
Zambales	216	120	42	39	33	297	153	450	871	511	117	74	98	1,062	609	1,671
Zamboanga	107	24	24	--------	33	131	57	188	637	207	85	--------	159	722	366	1,088
Total	19,397	4,976	934	788	7,495	21,119	12,471	33,590	82,503	24,970	2,898	2,701	27,677	88,102	52,647	140,749

When compared with statistics for March, 1923, the figures in Table 5 show (1) an increase of 12,320 in the number of intermediate pupils enrolled in the general course; (2) a decrease of 278 in the number of intermediate pupils enrolled in the trade course; (3) a decrease of 151 in the number of intermediate pupils enrolled in the farming course; (4) a decrease of 440 in the number of intermediate pupils enrolled in the housekeeping-and-household-arts course.

The rate of increase in the number of intermediate pupils in the general course was 13 per cent.

The rate of decrease in the number of intermediate pupils enrolled in the trade course was 9 per cent; in the farming course, 5 per cent; in the housekeeping-and-household-arts course, 2 per cent.

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[1] Central Luzon Agricultural School.

[2] Philippine School of Arts and Trades.

No. 6.—*Enrolment, Pupils Dropped, and Percentages of Pupils Dropped*

A table showing, by divisions and for the Islands, the annual enrolment, the March enrolment, the number of pupils dropped, and the percentages of pupils dropped, based on the annual enrolment for the school year 1923–24.

Division	All	First Grade				Second Grade				Third Grade				Fourth Grade				Fifth Grade			
	Percentage Dropped	Annual Enrolment	March Enrolment	Number of Pupils Dropped	Percentage Dropped	Annual Enrolment	March Enrolment	Number of Pupils Dropped	Percentage Dropped	Annual Enrolment	March Enrolment	Number of Pupils Dropped	Percentage Dropped	Annual Enrolment	March Enrolment	Number of Pupils Dropped	Percentage Dropped	Annual Enrolment	March Enrolment	Number of Pupils Dropped	Percentage Dropped
Isabela	6	3,613	3,404	209	6	3,341	3,184	157	5	2,904	2,778	126	4	1,869	1,733	136	7	1,400	1,204	196	14
Manila	9	11,145	10,043	1,102	10	9,432	8,736	696	7	7,963	7,382	581	7	6,521	6,032	489	7	5,565	5,040	525	9
Mountain	9	6,205	5,620	585	9	3,189	2,930	259	8	2,419	2,257	162	7	1,726	1,580	146	8	635	543	92	14
Pangasinan	9	20,056	18,409	1,647	8	13,083	12,104	979	7	14,203	12,800	1,403	10	11,953	10.794	1,159	10	5,709	4,980	729	13
Philippine Normal School	9	119	106	13	11	137	126	11	8	154	141	13	8	145	136	9	6	104	84	20	19
Iloilo	11	15,249	13,497	1,752	11	12,895	11,679	1,216	9	9,048	7,936	1,112	12	6,384	5,644	740	12	4,142	3,556	586	14
Romblon	11	2,202	1,933	269	12	1,785	1,613	172	10	1,368	1,211	157	11	1,049	907	142	14	545	465	80	15
Abra	12	2,222	1,872	350	16	1,562	1,392	170	11	1,210	1,064	146	12	1,125	998	127	11	668	586	82	12
Ilocos Sur	12	6,991	6,187	804	12	6,170	5,529	641	10	5,305	4,606	699	13	4,122	3,583	539	13	2,371	1,993	378	16
Philippine Nautical School	12	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----
Union	12	5,545	4,811	734	13	4,447	3,910	537	12	4,175	3,630	545	13	4,056	3,530	526	13	2,674	2,284	390	15
Albay	13	9,226	8,032	1,194	13	6,503	5,773	730	11	4,895	4,188	707	14	3,560	2,992	568	16	1,707	1,465	242	14
Bataan	13	1,588	1,414	174	11	1,519	1,336	183	12	1,471	1,279	192	13	1,039	889	150	14	647	530	117	18
Batangas	13	7,892	6,793	1,099	14	5,222	4,656	566	11	4,378	3,796	582	13	2,846	2,417	429	15	1,847	1,567	280	15
Bulacan	13	10,846	9,566	1,280	12	8,823	7,734	1,089	12	4,400	3,745	655	15	3,091	2,629	462	15	1,794	1,492	302	17
Cavite	13	6,062	5,311	751	12	3,782	3,313	469	12	3,305	2,820	485	15	2,490	2,082	408	16	1,353	1,124	229	17
Zambales	13	3,525	3,016	509	14	2,131	1,854	277	13	1,855	1,601	254	14	1,540	1,310	230	15	846	743	103	12
Marinduque	14	2,544	2,128	416	16	1,909	1,680	229	12	1,502	1,245	257	17	1,025	892	133	13	720	618	102	14
Nueva Ecija	14	6,771	7,995	1,776	18	7,500	6,587	913	12	5,574	4,851	723	13	4,255	3,759	496	12	2,391	2,061	330	14
Sulu	14	5,815	5,168	647	11	2,204	1,903	303	14	1,443	1,206	237	16	848	691	157	19	207	134	73	35
Tarlac	14	5,941	5,006	935	16	4,647	4,018	629	14	3,496	2,973	523	15	2,738	2,347	391	14	1,791	1,511	280	16
Batanes	15	440	374	66	15	230	203	27	12	214	165	49	23	176	143	33	19	111	94	17	15
Bohol	15	15,012	12,768	2,244	15	9,519	8,073	1,446	15	7,020	5,670	1,350	19	4,371	3,584	787	18	2,447	2,107	340	14
Camarines Norte	15	1,855	1,553	302	16	1,262	1,098	164	13	1,067	893	174	16	795	665	130	16	505	447	58	11
Laguna	15	8,085	6,782	1,303	16	6,841	5,846	995	15	5,108	4,232	876	17	3,674	3,120	554	15	2,234	1,906	328	15

Palawan	15	3,528	2,892	636	18	1,613	1,406	207	13	1,434	1,267	167	12	809	693	116	14	381	315	66	17
Rizal	15	7,497	6,282	1,215	16	6,024	5,231	793	13	4,516	3,765	751	17	3,534	2,905	629	18	1,835	1,503	332	18
Ilocos Norte	16	7,338	5,884	1,454	20	6,155	5,236	919	15	4,957	4,024	933	19	3,831	3,196	635	17	2,063	1,758	305	15
Pampanga	16	9,390	7,850	1,540	16	5,814	4,920	894	15	4,398	3,499	899	20	2,791	2,340	451	16	1,500	1,282	218	15
Tayabas	16	10,656	8,835	1,821	17	6,555	5,645	910	14	5,178	4,456	722	14	3,697	3,013	684	19	2,082	1,713	369	18
Bukidnon	17	2,125	1,781	344	16	1,471	1,210	261	18	1,151	969	182	16	940	782	158	17	265	195	70	26
Misamis	17	11,481	9,696	1,785	16	6,368	5,291	1,077	17	4,357	3,557	800	18	2,898	2,325	573	20	1,315	1,029	286	22
Cagayan	18	7,686	6,288	1,398	18	5,458	4,556	902	17	4,039	3,330	709	18	2,967	2,364	603	20	1,738	1,396	342	20
Cebu	18	21,905	18,076	3,829	17	14,548	12,453	2,095	14	12,780	10,270	2,510	20	7,897	6,400	1,497	19	4,173	3,170	1,003	24
Masbate	18	2,730	2,197	533	20	1,719	1,407	312	18	1,173	967	206	18	882	704	178	20	414	347	67	16
C. L. A. S. [1]	19																	34			
Nueva Vizcaya	19	1,189	909	280	24	1,131	926	205	18	847	645	202	24	595	478	117	20	490	391	99	20
Sorsogon	19	5,302	4,130	1,172	22	4,403	3,594	809	18	3,213	2,579	634	20	2,557	2,097	460	18	1,261	1,068	193	15
Zamboanga	19	6,434	5,151	1,283	20	3,100	2,600	500	16	2,061	1,698	363	18	1,256	964	292	23	712	556	156	22
Antique	20	4,116	3,195	921	22	2,979	2,403	576	19	2,408	1,849	559	23	1,840	1,461	379	21	1,025	826	199	19
Camarines Sur	20	5,400	4,234	1,166	22	4,252	3,443	809	19	3,371	2,611	760	23	2,447	1,943	504	21	1,356	1,146	210	15
Capiz	20	9,729	7,610	2,119	22	6,648	5,361	1,287	19	5,032	3,922	1,110	22	3,977	3,073	904	23	2,019	1,609	410	20
Leyte	20	24,703	19,481	5,222	21	12,985	10,519	2,466	19	9,005	6,860	2,145	24	5,689	4,545	1,144	20	3,160	2,564	596	19
Occidental Negros	20	13,519	10,278	3,241	24	9,182	7,513	1,669	18	7,031	5,665	1,366	19	5,185	4,161	1,024	20	2,797	2,241	556	20
Agusan	21	3,692	2,889	803	16	1,644	1,327	317	19	1,527	1,225	302	20	1,125	905	220	20	528	381	147	28
Mindoro	21	3,379	2,676	703	21	1,661	1,388	273	16	1,239	947	292	24	899	667	232	26	542	413	129	24
P. S. A. T. [2]	21																				
Oriental Negros	22	7,089	5,284	1,805	25	4,661	3,781	880	19	3,591	2,800	791	22	2,566	2,026	540	21	1,197	917	280	23
Davao	23	4,563	3,346	1,217	27	2,212	1,762	450	20	1,524	1,231	293	19	820	629	191	23	286	226	60	21
Surigao	28	7,516	5,124	2,392	31	2,934	2,190	744	25	1,936	1,395	541	28	1,225	970	255	21	499	394	105	21
Samar	29	6,805	4,683	2,122	31	5,953	4,241	1,712	29	6,445	4,632	1,813	28	4,880	3,503	1,377	28	2,481	1,711	770	31
Cotabato	38	4,501	2,875	1,626	36	2,179	1,396	783	36	1,353	841	512	38	692	276	416	60	251	117	134	53
Lanao	49	2,435	1,231	1,204	49	1,794	884	910	51	1,526	752	774	51	916	491	425	46	422	215	207	49
Total	16	356,657	294,665	61,992	17	241,576	205,960	35,616	15	190,569	158,225	32,344	17	138,313	115,368	22,945	17	77,239	64,017	13,222	17

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[1] Central Luzon Agricultural School.

[2] Philippine School of Arts and Trades.

No. 6.—*Enrolment, Pupils Dropped, and Percentages of Pupils Dropped*—Continued

Division	Sixth Grade				Seventh Grade				First Year				Second Year				Third Year				Fourth Year			
	Annual Enrolment	March Enrolment	Number of Pupils Dropped	Percentage Dropped	Annual Enrolment	March Enrolment	Number of Pupils Dropped	Percentage Dropped	Annual Enrolment	March Enrolment	Number of Pupils Dropped	Percentage Dropped	Annual Enrolment	March Enrolment	Number of Pupils Dropped	Percentage Dropped	Annual Enrolment	March Enrolment	Number of Pupils Dropped	Percentage Dropped	Annual Enrolment	March Enrolment	Number of Pupils Dropped	Percentage Dropped
Isabela	888	805	83	9	544	526	18	3	374	349	25	7	211	197	14	7	101	96	5	5	45	44	1	2
Manila	4,650	4,208	442	10	3,414	3,123	291	9	2,669	2,397	272	10	1,284	1,137	147	11	791	733	58	7	469	427	42	9
Mountain	341	296	45	13	300	267	33	11	213	190	23	11	109	91	18	17	65	62	3	5	34	32	2	6
Pangasinan	3,615	3,318	297	8	2,921	2,696	225	8	1,523	1,446	77	5	698	674	24	3	358	344	14	4	196	194	2	1
Philippine Normal School	104	91	13	13	88	78	10	11	374	337	37	10	417	383	34	8	352	318	34	10	168	161	7	4
Iloilo	2,446	2,214	232	9	1,734	1,591	143	8	1,044	912	132	13	592	544	48	8	281	249	32	11	176	166	10	6
Romblon	328	308	20	6	281	257	24	9	169	149	20	12	75	71	4	5	20	18	2	10	16	15	1	6
Abra	445	409	36	8	374	344	30	8	314	284	30	10	138	126	12	9	70	67	3	4	39	39	----	----
Ilocos Sur	1,564	1,411	153	10	1,407	1,282	125	9	927	804	123	13	659	594	65	10	306	279	27	9	132	123	9	7
Philippine Nautical School	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	24	23	1	4	25	20	5	20
Union	1,634	1,472	162	10	1,263	1,164	99	8	654	597	57	9	386	355	31	8	253	242	11	4	124	120	4	3
Albay	1,045	916	129	12	733	645	88	12	507	454	53	10	242	217	25	10	113	93	20	18	51	47	4	8
Bataan	418	358	60	14	327	291	36	11	169	159	10	6	81	67	14	17	45	40	5	11	28	27	1	4
Batangas	1,164	1,012	152	13	1,083	978	105	10	461	422	39	8	242	220	22	9	138	132	6	4	70	67	3	4
Bulacan	1,305	1,156	149	11	983	889	94	33	379	325	54	14	144	136	8	6	94	89	5	5	70	69	1	1
Cavite	892	793	99	11	739	656	83	11	410	357	53	13	137	123	14	10	101	88	13	13	43	41	2	5
Zambales	536	478	58	11	474	450	24	5	168	151	17	10	84	74	10	12	46	43	3	7	31	29	2	6
Marinduque	372	337	35	9	229	204	25	11	139	124	15	11	77	71	6	8	25	22	3	12	17	17	----	----
Nueva Ecija	1,402	1,263	139	10	1,177	1,059	118	10	536	493	43	8	196	176	20	10	133	128	5	4	81	79	2	2
Sulu	101	83	18	18	73	65	8	11	33	22	11	33	17	17	----	----	----	----	----	----	----	----	----	----
Tarlac	1,059	909	150	14	786	671	115	15	528	480	48	9	236	215	21	9	161	156	5	3	84	80	4	5
Batanes	77	67	10	13	57	52	5	9	39	38	1	3	20	20	----	----	----	----	----	----	----	----	----	----
Bohol	1,576	1,433	143	9	1,223	1,102	121	10	688	633	55	8	201	192	9	4	72	66	6	8	26	25	1	4
Camarines Norte	280	241	39	14	179	158	21	12	123	105	18	15	87	69	18	21	46	43	3	7	24	20	4	17
Laguna	1,508	1,326	182	12	1,211	1,072	139	11	522	421	101	19	226	193	33	15	133	126	7	5	66	63	3	5
Palawan	314	263	51	16	193	160	33	17	107	86	21	20	45	40	5	11	18	16	2	11	15	14	1	7
Rizal	1,283	1,146	137	11	856	799	57	7	377	359	18	5	230	219	11	5	116	112	4	3	69	63	6	9
Ilocos Norte	1,232	1,106	126	10	1,131	1,028	103	9	894	794	100	11	557	504	53	10	380	341	39	10	237	227	10	4
Pampanga	1,086	956	130	12	830	741	89	11	498	449	49	10	290	268	22	8	163	148	15	9	87	87	----	----
Tayabas	1,260	1,095	165	13	885	800	85	10	272	236	36	13	134	122	12	9	84	82	2	2	57	50	7	12

Bukidnon	79	67	12	15	99	83	16	16	39	29	10	26	41	36	5	12	-----	-----	-----	-----	-----	-----	-----	-----
Misamis	724	618	106	15	570	496	74	13	117	99	18	15	31	29	2	6	21	21	-----	-----	22	21	1	5
Cagayan	1,130	959	171	15	1,078	897	181	17	407	371	36	9	176	161	15	9	92	87	5	5	55	54	1	2
Cebu	2,530	2,057	473	19	2,302	1,911	391	17	1,025	897	128	12	466	423	43	9	255	230	25	10	178	169	9	5
Masbate	266	234	32	12	154	136	18	12	71	62	9	13	23	20	3	13	29	28	1	3	-----	-----	-----	-----
C. L. A. S.[1]	70	37	33	47	49	35	14	29	223	171	52	23	174	154	20	11	154	134	20	13	84	73	11	13
Nueva Vizcaya	291	254	37	13	214	190	24	11	189	173	16	8	139	130	9	6	38	33	5	13	18	17	1	6
Sorsogon	783	696	87	11	570	511	59	10	273	250	23	8	119	103	16	13	42	35	7	17	33	32	1	3
Zamboanga	406	344	62	15	222	188	34	15	111	100	11	10	71	62	9	13	36	32	4	11	19	19	-----	-----
Antique	642	550	92	14	544	464	80	15	276	258	18	7	116	109	7	6	40	37	3	8	31	31	-----	-----
Camarines Sur	830	746	84	10	638	530	108	17	424	359	65	15	189	180	9	5	95	91	4	4	63	61	2	3
Capiz	1,356	1,179	177	13	986	880	106	11	434	381	53	12	177	147	30	17	84	79	5	6	52	46	6	12
Leyte	1,906	1,605	301	16	1,080	969	111	10	639	552	87	14	295	261	34	12	107	86	21	20	55	47	8	15
Occidental Negros	1,841	1,584	257	14	1,379	1,203	176	13	393	354	39	10	184	167	17	9	87	74	13	15	78	75	3	4
Agusan	221	187	34	15	96	84	12	13	81	63	18	22	27	25	2	7	-----	-----	-----	-----	-----	-----	-----	-----
Mindoro	372	305	67	18	303	245	58	19	113	101	12	11	55	49	6	11	22	22	-----	-----	-----	-----	-----	-----
P. S. A. T.[2]	-----	-----	-----	-----	87	63	24	28	265	184	81	31	215	177	38	18	109	98	11	10	117	108	9	8
Oriental Negros	970	793	177	18	717	605	112	16	498	358	140	28	128	111	17	13	53	46	7	13	35	33	2	6
Davao	185	143	42	23	101	79	22	22	45	41	4	9	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----
Surigao	299	254	45	15	187	141	46	25	99	87	12	12	42	39	3	7	27	26	1	4	-----	-----	-----	-----
Samar	1,099	822	277	25	718	577	141	20	382	299	83	22	188	160	28	15	84	65	19	23	55	47	8	15
Cotabato	141	104	37	26	100	81	19	19	32	31	1	3	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----
Lanao	207	134	73	35	105	74	31	30	92	49	43	47	29	17	12	41	20	15	5	25	-----	-----	-----	-----
Total	49,273	43,142	6,131	12	37,794	33,590	4,204	11	21,339	18,842	2,497	12	10,700	9,675	1,025	10	5,884	5,395	489	8	3,375	3,179	196	6

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[1] Central Luzon Agricultural School.

[2] Philippine School of Arts and Trades.

In Table 6, the divisions are listed according to the percentage of pupils dropped during the school year 1923–24, the division with the smallest percentage being listed first.

The median percentage of withdrawals during the school year 1923–24 was 15 per cent, or 1 per cent less than during the school year 1922–23.

No. 7.—*Promotions of Pupils*

A table showing, by divisions and for the Islands, the number of pupils promoted, school year 1923–24.

Division	From First Grade to Second Grade			From Second Grade to Third Grade			From Third Grade to Fourth Grade			From Fourth Grade to Fifth Grade			From Fifth Grade to Sixth Grade			From Sixth Grade to Seventh Grade		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Abra	676	500	1,176	610	406	1,016	525	316	841	464	290	754	242	164	406	233	120	353
Agusan	551	544	1,095	428	370	798	384	329	713	250	179	429	138	86	224	106	50	156
Albay	3,150	2,677	5,827	2,680	2,025	4,705	1,890	1,445	3,335	1,210	785	1,995	577	375	952	443	237	680
Antique	1,180	1,090	2,270	1,101	831	1,932	783	617	1,400	633	502	1,135	380	284	664	243	197	440
Bataan	681	542	1,223	704	551	1,255	630	495	1,125	475	292	767	292	156	448	223	101	324
Batanes	109	68	177	87	63	150	60	51	111	61	26	87	30	23	53	27	11	38
Batangas	2,935	2,042	4,977	2,518	1,606	4,124	2,177	1,241	3,418	1,312	736	2,048	921	481	1,402	688	346	1,034
Bohol	3,922	3,644	7,566	3,088	2,853	5,941	2,428	2,041	4,469	1,673	1,199	2,872	1,105	686	1,791	853	485	1,338
Bukidnon	323	261	584	326	253	579	336	219	555	285	100	285	92	43	135	45	16	61
Bulacan	3,823	3,119	6,942	3,543	2,829	6,372	1,932	1,368	3,300	1,344	813	2,157	847	467	1,314	726	344	1,070
Cagayan	2,379	2,196	4,575	1,962	1,715	3,677	1,460	1,153	2,613	1,048	692	1,740	704	443	1,147	535	313	848
Camarines Norte	742	601	1,343	573	359	932	451	279	730	281	178	459	231	143	374	146	75	221
Camarines Sur	1,811	1,255	3,066	1,651	1,163	2,814	1,222	777	1,999	867	499	1,366	596	286	882	363	194	557
Capiz	2,578	2,081	4,659	2,191	1,740	3,931	1,571	1,164	2,735	1,101	789	1,890	657	430	1,087	563	403	966
Cavite	1,564	1,391	2,955	1,226	1,081	2,307	1,059	790	1,849	779	470	1,249	495	318	813	398	259	657
Cebu	6,387	4,751	11,138	5,287	3,969	9,256	4,173	2,610	6,783	2,759	1,609	4,368	1,398	795	2,193	1,044	559	1,603
C. L. A. S.[1]													13	3	16	17	4	21
Cotabato	403	128	531	183	79	262	719	264	983	525	208	733	42	33	75	52	23	75
Davao	969	464	1,433	705	359	1,064	461	246	707	232	106	338	96	37	133	84	23	107
Ilocos Norte	2,065	1,856	3,921	1,970	1,816	3,786	1,402	1,282	2,684	1,120	939	2,059	658	465	1,123	474	386	860
Ilocos Sur	2,371	1,810	4,181	2,545	1,888	4,433	2,209	1,549	3,758	1,592	1,033	2,625	932	514	1,446	754	385	1,139
Iloilo	5,830	5,059	10,889	5,128	4,582	9,710	3,561	3,002	6,563	2,494	1,977	4,471	1,664	1,118	2,782	1,061	830	1,891
Isabela	1,598	1,377	2,975	1,569	1,285	2,854	1,438	1,050	2,488	910	642	1,552	680	388	1,068	496	265	761
Laguna	2,554	2,247	4,801	2,532	2,034	4,566	1,841	1,517	3,358	1,298	898	2,196	894	614	1,508	738	432	1,170
Lanao	569	221	790	417	190	607	336	111	447	234	86	320	119	53	172	76	35	111
Leyte	5,727	5,717	11,444	3,978	4,015	7,993	2,663	2,397	5,060	1,666	1,517	3,183	936	640	1,576	674	428	1,102
Manila	4,645	4,064	8,709	4,183	3,593	7,776	3,619	2,992	6,611	3,172	2,372	5,544	2,579	1,688	4,267	1,947	1,363	3,310
Marinduque	686	585	1,271	656	509	1,165	466	351	817	304	205	509	269	169	438	145	105	250
Masbate	932	786	1,718	688	503	1,191	517	343	860	343	206	549	202	101	303	142	70	212
Mindoro	675	581	1,256	484	434	918	364	229	593	247	178	425	186	112	298	153	87	240
Misamis	2,396	2,551	4,947	1,995	1,912	3,907	1,302	1,315	2,617	638	604	1,242	375	278	653	233	195	428
Mountain	1,430	628	2,058	1,282	499	1,781	904	383	1,287	435	119	554	214	74	288	135	51	186
Nueva Ecija	3,635	3,097	6,732	3,275	2,642	5,917	2,585	1,924	4,509	2,001	1,279	3,280	1,254	691	1,945	815	422	1,237

Nueva Vizcaya	311	282	593	323	291	614	278	202	480	129	91	220	142	98	240	114	53	167
Occidental Negros	3,656	3,461	7,117	3,222	2,647	5,869	2,356	2,035	4,391	1,381	1,240	2,621	952	697	1,649	656	533	1,189
Oriental Negros	1,692	1,495	3,187	1,541	1,276	2,817	1,072	917	1,989	627	440	1,067	385	254	639	308	215	523
Palawan	755	538	1,293	616	406	1,022	595	316	911	283	146	429	176	53	229	141	43	184
Pampanga	3,171	2,340	5,511	2,292	1,664	3,956	1,890	1,007	2,897	1,320	646	1,966	795	343	1.138	621	273	894
Pangasinan	6,102	5,355	11,457	5,026	3,894	8,920	5,349	3,971	9,320	3,939	2,478	6,417	2,123	1,123	3,246	1,415	797	2,212
Philippine Nautical School	--------	--------	--------	--------	--------	--------	--------	--------	--------	--------	--------	--------	--------	--------	--------	--------	--------	--------
Philippine Normal School	50	38	88	71	44	115	63	53	116	52	58	110	27	27	54	41	42	83
P. S. A. T.[2]	--------	--------	--------	--------	--------	--------	--------	--------	--------	--------	--------	--------	--------	--------	--------	--------	--------	--------
Rizal	2,330	2,175	4,505	2,239	1,886	4,125	1,326	1,090	2,416	1,267	776	2,043	716	416	1,132	579	362	941
Romblon	810	653	1,463	765	586	1,351	587	418	1,005	373	289	662	250	120	370	151	71	222
Samar	2,273	1,958	4,231	2,034	1,693	3,727	2,193	1,812	4,005	1,380	966	2,346	730	482	1,212	425	276	701
Sorsogon	1,835	1,590	3,425	1,694	1,461	3,155	1,206	1,271	2,477	993	837	1,830	569	453	1,022	369	287	656
Sulu	1,118	604	1,722	811	351	1,162	573	210	783	370	102	472	92	43	135	56	18	74
Surigao	1,145	1,196	2,341	741	727	1,468	474	338	812	231	156	387	116	94	210	101	67	168
Tarlac	2,028	1,602	3,630	1,812	1,452	3,264	1,439	945	2,384	1,029	627	1,656	742	395	1,137	497	240	737
Tayabas	3,003	2,280	5,283	2,329	2,242	4,571	1,812	1,572	3,384	1,032	818	1,850	678	454	1,132	542	318	860
Union	2,039	1,562	3,601	1,853	1,373	3,226	1,580	1,180	2,760	1,458	947	2,405	953	539	1,492	708	446	1,154
Zambales	1,169	973	2,142	933	732	1,665	772	585	1,357	702	423	1,125	430	256	686	270	187	457
Zamboanga	1,280	964	2,244	952	767	1,719	733	509	1,242	390	262	652	255	153	408	214	84	298
Total	104,063	86,999	191,062	88,819	71,646	160,465	69,766	52,281	122,047	48,609	32,830	81,439	29,949	18,158	48,107	21,840	13,126	34,966

[1] Central Luzon Agricultural School.

[2] Philippine School of Arts and Trades.

No. 7.—*Promotions of Pupils*—Continued

Division	From Seventh Grade to First Year			From First Year to Second Year			From Second Year to Third Year			From Third Year to Fourth Year			Over Fourth Year			Grand Total		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Abra	146	98	244	97	68	165	73	28	101	42	16	58	28	4	32	3,136	2,010	5,146
Agusan	41	29	70	22	14	36	11	3	14							1,931	1,604	3,535
Albay	271	163	434	214	114	328	91	66	157	47	25	72	23	17	40	10,596	7,929	18,525
Antique	206	141	347	87	62	149	58	42	100	25	9	34	22	7	29	4,718	3,782	8,500
Bataan	138	105	243	81	44	125	40	20	60	30	6	36	24	2	26	3,318	2,314	5,632
Batanes	11	6	17	6	2	8	8		8							399	250	649
Batangas	561	295	856	159	91	250	149	31	180	89	23	112	57	10	67	11,566	6,902	18,468
Bohol	519	294	813	302	183	485	112	54	166	42	10	52	21	2	23	14,065	11,451	25,516
Bukidnon	38	37	75	30		30	37		37							1,412	929	2,341
Bulacan	549	227	776	124	64	188	98	37	135	67	19	86	38	17	55	13,091	9,304	22,395
Cagayan	399	256	655	141	107	248	107	30	137	58	20	78	42	9	51	8,835	6,934	15,769
Camarines Norte	93	52	145	39	31	70	53	15	68	25	10	35	17	2	19	2,651	1,745	4,396
Camarines Sur	244	152	396	156	88	244	98	55	153	55	21	76	41	15	56	7,104	4,505	11,609
Capiz	405	289	694	156	97	253	86	35	121	49	26	75	27	16	43	9,384	7,070	16,454
Cavite	291	216	507	129	139	268	82	38	120	63	23	86	23	18	41	6,109	4,743	10,852
Cebu	830	376	1,206	458	226	684	253	93	346	144	41	185	114	36	150	22,847	15,065	37,912
C. L. A. S.[1]	18	2	20	104		104	116		116	96		96	74		74	438	9	447
Cotabato	33	15	48	24		24										1,981	750	2,731
Davao	50	14	64	28	8	36										2,625	1,257	3,882
Ilocos Norte	424	313	737	328	203	531	215	135	350	207	77	284	136	72	208	8,999	7,544	16,543
Ilocos Sur	661	378	1,039	284	242	526	266	174	440	150	72	222	76	39	115	11,840	8,084	19,924
Iloilo	810	565	1,375	372	308	680	230	197	427	143	80	223	112	47	159	21,405	17,765	39,170
Isabela	314	149	463	185	81	266	113	49	162	71	12	83	33	8	41	7,407	5,306	12,713
Laguna	514	359	873	151	123	274	87	30	117	54	26	80	44	15	59	10,707	8,295	19,002
Lanao	51	11	62	22	10	32	13	2	15	12	2	14				1,849	721	2,570
Leyte	406	310	716	146	136	282	94	63	157	46	25	71	19	21	40	16,355	15,269	31,624
Manila	1,461	1,047	2,508	1,079	745	1,824	637	314	951	478	196	674	302	117	419	24,102	18,491	42,593
Marinduque	79	73	152	40	34	74	30	25	55	15	7	22	14	2	16	2,704	2,065	4,769
Masbate	77	35	112	37	18	55	10	8	18	22	5	27				2,970	2,075	5,045
Mindoro	134	73	207	58	21	79	37	10	47	18	4	22				2,356	1,729	4,085
Misamis	196	152	348	37	24	61	11	4	15	12	3	15	14	5	19	7,209	7,043	14,252
Mountain	152	31	183	118	37	155	63	16	79	43	9	52	29	4	33	4,805	1,851	6,656
Nueva Ecija	670	324	994	287	129	416	92	47	139	77	26	103	57	4	61	14,748	10,585	25,333
Nueva Vizcaya	75	43	118	65	25	90	57	24	81	22	2	24	12	3	15	1,528	1,114	2,642
Occidental Negros	545	420	965	123	89	212	85	36	121	32	13	45	43	15	58	13,051	11,186	24,237

Oriental Negros	236	156	392	143	88	231	74	19	93	23	12	35	21	10	31	6,122	4,882	11,004
Palawan	61	24	85	41	6	47	21	5	26	10	3	13	10	2	12	2,709	1,542	4,251
Pampanga	490	189	679	252	113	365	192	49	241	114	23	137	70	15	85	11,207	6,662	17,869
Pangasinan	1,054	574	1,628	763	390	1,153	413	178	591	231	67	298	136	48	184	26,551	18,875	45,426
Philippine Nautical School										21		21	18		18	39		39
Philippine Normal School	33	26	59	38	157	195	95	200	295	118	129	247	59	76	135	647	850	1,497
P. S. A. T.[2]	44		44	155		155	126		126	78		78	72		72	475		475
Rizal	395	233	628	196	104	300	157	40	197	92	18	110	47	12	59	9,344	7,112	16,456
Romblon	138	55	193	64	40	104	41	19	60	13	3	16	8	4	12	3,200	2,258	5,458
Samar	266	165	431	105	48	153	69	16	85	46	5	51	37	2	39	9,558	7,423	16,981
Sorsogon	253	204	457	68	63	131	47	18	65	20	9	29	25	4	29	7,079	6,197	13,276
Sulu	42	11	53	14	3	17	13	1	14							3,089	1,343	4,432
Surigao	47	44	91	23	18	41	16	9	25	17	6	23				2,911	2,655	5,566
Tarlac	386	154	540	259	128	387	140	45	185	124	19	143	70	9	79	8,526	5,616	14,142
Tayabas	513	181	694	144	65	209	77	31	108	40	16	56	31	16	47	10,201	7,993	18,194
Union	480	257	737	261	128	389	228	84	312	155	47	202	81	30	111	9,796	6,593	16,389
Zambales	281	147	428	81	55	136	48	21	69	36	7	43	23	4	27	4,745	3,390	8,135
Zamboanga	113	49	162	60	20	80	35	8	43	19	9	28	16	2	18	4,067	2,827	6,894
Total	16,244	9,519	25,763	8,356	4,989	13,345	5,304	2,424	7,728	3,391	1,181	4,572	2,166	741	2,907	398,507	293,894	692,401

[1] Central Luzon Agricultural School.

[2] Philippine School of Arts and Trades.

When compared with statistics for the school year 1922–23, the figures in Table 7 show the following increases and decreases in the number of pupils promoted from each grade:

Item	Primary				Intermediate			Secondary			
	Grade				Grade			Year			
	First	Second	Third	Fourth	Fifth	Sixth	Seventh	First	Second	Third	Fourth
In number of pupils promoted, increase (+); decrease (—)	—3,145	—2,837	+12,366	+11,539	+4,634	+3,191	+3,776	+2,683	+1,839	+1,452	+716
Percentage of increase (+); of decrease (—)	— 2	— 2	+ 11	+ 10	+ 11	+ 10	+ 17	+ 25	+ 31	+ 47	+ 33

No. 8.—*Percentages of Pupils Promoted*

A table showing, by divisions and for the Islands, the percentages, by grades and by sexes, of pupils promoted, based on annual enrolment and on the number of pupils examined, for the school years 1922–23 and 1923–24.

Division	All Grades						First Grade								Second Grade								Third Grade							
	1923–24						1923–24				1922–23				1923–24				1922–23				1923–24				1922–23			
	Percentage Based On—						Percentage Based On—				Percentage Based On—				Percentage Based On—				Percentage Based On—				Percentage Based On—				Percentage Based On—			
	Annual Enrolment			Number of Pupils Examined			Annual Enrolment		Number of Pupils Examined		Annual Enrolment		Number of Pupils Examined		Annual Enrolment		Number of Pupils Examined		Annual Enrolment		Number of Pupils Examined		Annual Enrolment		Number of Pupils Examined		Annual Enrolment		Number of Pupils Examined	
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
Isabela	82	85	83	88	91	89	82	83	87	88	87	88	98	99	84	87	88	92	89	88	93	93	85	87	89	92	86	88	93	96
Philippine Nautical School	80	----	80	91	----	91	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----
Manila	79	79	79	85	87	86	78	76	86	86	81	84	87	92	83	83	88	90	86	79	95	87	86	81	90	89	80	81	93	93
Bataan	76	78	77	86	88	87	78	76	85	87	72	73	80	82	82	83	90	93	82	85	88	89	76	77	85	87	83	78	90	89
Nueva Ecija	77	76	77	88	88	88	71	71	78	79	68	69	77	78	78	76	86	85	88	83	92	88	81	78	89	90	85	83	88	89
Batangas	73	73	73	83	84	84	65	70	78	81	56	55	70	73	81	79	88	88	66	67	78	80	80	72	88	87	61	65	74	76
Iloilo	71	75	73	80	84	82	69	74	76	82	64	68	71	76	76	82	82	86	74	78	87	84	72	73	83	85	72	73	82	86
Sorsogon	68	76	72	83	89	86	59	65	77	83	57	63	74	78	70	78	83	88	71	80	81	83	72	83	86	100	70	76	83	90
Zambales	72	73	72	80	82	81	59	56	68	65	42	44	49	53	78	85	86	91	65	67	72	76	71	76	82	88	63	62	73	58
Camarines Norte	69	73	71	84	85	84	70	73	88	88	76	73	86	84	73	77	87	85	77	81	86	92	69	68	84	84	80	78	86	87
Bulacan	70	70	70	80	81	80	63	64	72	73	66	67	78	81	71	72	80	84	77	77	86	87	76	75	88	90	75	75	86	88
Romblon	69	71	70	79	80	79	66	68	76	78	62	62	74	74	74	78	84	85	73	74	83	86	72	74	83	87	74	77	82	85
Philippine Normal School	66	72	69	74	77	76	76	68	81	79	62	62	71	74	82	86	88	92	70	95	78	98	84	77	79	85	70	90	69	86
Masbate	65	72	68	74	78	76	60	72	62	73	49	49	55	54	69	77	77	82	63	70	68	75	79	77	81	82	61	70	68	76
Ilocos Sur	65	99	67	73	75	74	57	62	64	68	49	56	57	64	68	78	74	82	59	66	66	73	70	74	77	82	63	68	71	76
Pampanga	68	65	67	78	77	78	62	63	67	67	56	57	68	75	74	74	79	81	78	77	73	74	70	61	84	79	64	58	72	73
Tarlac	66	65	66	77	77	77	71	62	73	72	62	61	72	73	71	71	81	82	74	69	84	81	69	67	81	80	72	68	82	81
Albay	62	69	65	73	79	75	60	71	70	78	59	62	73	77	70	76	80	85	69	71	80	85	66	71	77	83	68	72	82	85
Union	63	68	65	72	79	74	64	68	72	82	64	65	72	75	70	76	80	87	72	75	79	84	64	68	73	80	71	70	77	79
Cagayan	62	65	64	76	79	77	58	63	71	73	60	61	72	72	65	70	78	82	70	70	80	83	64	65	77	82	75	70	82	82

Laguna	63	66	64	76	78	77	58	60	67	70	58	61	69	71	67	69	76	77	65	67	74	77	66	69	76	80	70	69	80	79
Abra	60	68	63	68	76	71	51	56	59	67	62	63	69	69	62	72	69	77	64	69	71	75	66	75	74	84	63	74	72	81
Rizal	61	64	62	73	76	74	60	67	70	75	62	64	74	76	67	71	77	83	69	74	77	83	53	55	62	62	70	69	80	82
Antique	58	64	61	73	78	75	50	61	66	78	39	45	59	64	62	70	75	85	52	61	71	80	56	60	73	78	45	51	68	73
Bohol	60	61	61	71	72	72	49	52	58	60	42	47	54	59	61	65	71	76	53	59	67	71	62	66	79	81	50	55	67	71
Camarines Sur	60	62	61	75	78	76	58	59	71	71	61	64	77	79	65	68	80	85	63	71	81	85	60	59	75	78	66	67	83	87
Pangasinan	61	61	61	66	66	66	57	59	61	63	58	57	61	61	68	69	72	73	72	73	73	75	67	64	72	71	72	70	74	70
P. S. A. T.[1]	60	----	60	77	----	77	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----
Tayabas	58	61	59	69	70	70	60	54	62	58	47	49	57	62	71	78	75	88	64	70	75	82	62	69	76	76	56	57	70	67
Occidental Negros	57	59	58	72	73	73	50	54	67	71	53	52	68	69	65	64	79	77	65	68	78	83	63	63	77	78	63	61	78	79
Samar	58	59	58	80	80	80	54	56	78	84	61	64	83	84	62	67	85	85	78	83	84	87	63	63	84	84	77	79	84	85
C. L. A. S.[2]	57	47	57	63	31	62	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----
Ilocos Norte	56	59	57	69	72	70	52	55	67	71	43	49	55	64	59	64	72	76	37	44	51	57	52	57	66	73	38	45	51	56
Cavite	55	58	56	65	69	67	43	50	57	60	51	52	60	63	58	68	65	75	63	64	65	68	56	60	65	73	58	44	64	69
Cebu	55	56	56	68	69	68	53	53	62	63	53	52	63	65	61	67	72	79	61	65	73	79	53	53	66	68	46	46	59	57
Marinduque	53	59	56	60	63	61	48	55	51	57	44	48	52	56	59	63	62	65	52	63	59	73	53	56	61	66	52	51	64	62
Capiz	53	56	54	68	71	69	47	49	63	66	52	53	67	67	58	65	73	75	61	64	74	77	53	56	70	71	50	57	65	71
Leyte	51	55	53	68	69	69	43	50	60	65	45	52	62	66	57	66	76	79	59	61	75	82	56	59	74	75	55	59	73	76
Misamis	49	53	51	60	63	62	44	51	50	51	39	40	49	50	59	65	72	71	55	57	65	69	58	62	69	75	56	58	70	74
Nueva Vizcaya	51	52	51	63	63	63	47	51	65	71	53	54	81	84	52	57	65	69	60	63	76	79	57	56	69	66	60	57	73	78
Oriental Negros	51	51	51	65	67	66	42	41	60	60	41	43	55	56	66	64	72	75	63	62	76	79	55	58	68	74	51	52	66	67
Palawan	50	50	50	63	64	63	48	48	48	51	44	44	47	46	70	76	74	80	69	72	76	80	77	73	75	77	68	67	83	75
Batanes	46	51	48	57	60	58	37	38	54	48	52	58	57	67	61	67	74	76	75	87	80	89	53	52	64	63	61	60	73	72
Mindoro	47	49	48	60	63	62	37	40	46	49	36	39	44	49	53	60	64	72	61	64	69	74	48	47	65	68	60	62	69	77
Zamboanga	46	51	48	63	69	65	33	37	49	58	33	38	46	51	52	61	67	73	51	58	67	71	61	62	75	84	51	63	71	68
Mountain	43	45	44	60	61	60	31	29	50	49	31	29	36	36	52	44	65	56	46	50	53	57	45	58	59	75	49	57	56	57
Sulu	41	42	41	48	48	48	35	32	34	36	33	27	37	29	52	56	58	63	55	48	60	51	52	65	62	68	50	54	56	59
Agusan	39	41	40	51	52	52	33	35	39	41	27	28	34	34	60	64	72	73	46	53	53	56	59	62	71	69	40	38	48	41
Davao	39	41	40	54	54	54	34	32	48	42	28	17	38	22	46	52	51	61	51	51	54	53	44	52	58	61	56	55	63	60
Bukidnon	37	40	38	48	50	49	25	32	32	39	39	41	46	48	36	44	46	54	51	54	62	63	49	48	60	60	53	56	67	64
Surigao	36	39	38	54	55	55	30	37	46	51	30	31	41	43	52	54	68	70	51	50	63	61	43	46	62	60	42	42	54	56
Lanao	31	43	34	73	71	72	33	56	67	65	43	46	53	56	34	43	71	55	62	63	69	68	29	40	73	69	56	51	67	62
Cotabato	28	35	30	51	53	62	24	28	42	40	35	31	42	37	31	47	59	65	44	45	54	54	33	45	57	65	47	50	57	59
Total	60	63	61	72	75	73	52	56	65	68	52	54	63	66	64	69	77	80	64	67	74	78	63	65	75	78	62	63	74	76

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[1] Philippine School of Arts and Trades.

[2] Central Luzon Agricultural School.

No. 8.—*Percentages of Pupils Promoted*—Continued

Division	Fourth Grade								Fifth Grade								Sixth Grade								Seventh Grade							
	1923-24				1922-23				1923-24				1922-23				1923-24				1922-23				1923-24				1922-23			
	Percentage Based On—				Percentage Based On—				Percentage Based On—				Percentage Based On—				Percentage Based On—				Percentage Based On—				Percentage Based On—				Percentage Based On—			
	Annual Enrolment		Number of Pupils Examined		Annual Enrolment		Number of Pupils Examined		Annual Enrolment		Number of Pupils Examined		Annual Enrolment		Number of Pupils Examined		Annual Enrolment		Number of Pupils Examined		Annual Enrolment		Number of Pupils Examined		Annual Enrolment		Number of Pupils Examined		Annual Enrolment		Number of Pupils Examined	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
Isabela	89	88	93	93	84	83	93	94	76	76	89	90	78	79	91	89	85	87	95	96	78	86	87	95	86	83	87	87	86	89	93	96
Philippine Nautical School	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----
Manila	86	84	91	93	78	74	84	89	77	75	85	80	79	72	90	87	67	77	74	84	83	80	90	88	73	77	79	83	78	81	84	83
Bataan	75	73	86	86	69	71	80	82	70	69	83	82	71	70	81	79	75	83	86	92	73	85	86	97	67	87	77	94	75	87	86	92
Nueva Ecija	78	75	86	86	78	73	82	79	80	79	93	91	74	72	83	83	88	87	94	96	85	82	93	90	82	84	94	94	84	80	92	91
Batangas	76	75	81	78	63	62	73	65	75	78	81	82	58	70	71	76	89	94	88	93	72	86	79	93	85	94	85	92	69	75	81	85
Iloilo	70	71	79	82	73	72	82	84	67	68	80	78	69	71	80	83	72	86	81	93	78	84	88	91	78	81	87	86	71	78	81	83
Sorsogon	73	80	85	86	62	63	74	72	82	86	94	92	79	85	92	90	82	95	90	96	84	90	90	93	80	91	86	94	80	83	91	94
Zambales	75	70	78	92	55	57	67	72	78	87	88	91	61	65	57	83	84	91	92	97	69	66	84	80	91	97	95	97	72	65	88	79
Camarines Norte	58	58	72	67	70	62	79	63	71	81	79	92	87	79	91	84	78	87	90	100	77	86	84	89	78	93	92	93	86	100	91	100
Bulacan	70	70	81	83	66	65	77	74	74	71	87	86	69	70	82	82	81	84	91	91	81	80	89	88	80	86	86	92	79	84	86	89
Romblon	62	66	71	74	66	58	74	68	67	67	80	77	70	70	82	80	69	68	75	73	81	96	86	96	75	57	82	61	71	84	81	85
Philippine Normal School	78	75	80	82	67	74	73	76	53	51	64	64	66	73	73	79	79	81	93	89	86	88	100	97	65	70	75	76	80	73	98	86
Masbate	65	63	80	76	52	48	56	52	77	80	81	88	64	63	76	72	83	74	94	84	59	59	71	69	73	73	84	81	63	73	71	83
Ilocos Sur	65	64	72	73	60	62	66	69	62	60	74	67	59	64	69	68	77	73	82	76	76	84	82	86	75	74	84	78	74	79	80	82
Pampanga	71	71	82	85	65	69	71	68	76	78	89	90	78	75	86	86	82	83	94	93	87	84	95	95	82	81	93	89	76	68	87	76
Tarlac	61	60	70	72	64	59	71	67	63	64	76	76	57	54	64	65	68	73	79	81	67	61	75	68	67	73	79	82	52	58	59	66
Albay	55	58	66	70	56	56	69	71	53	61	64	68	62	71	68	73	65	65	75	72	51	76	75	79	61	57	72	64	80	61	82	64
Union	59	61	67	71	61	56	67	63	54	60	64	70	47	50	55	56	68	75	77	81	58	55	62	58	57	63	62	66	54	46	56	49
Cagayan	60	57	78	75	59	58	67	67	65	67	83	85	60	61	69	68	72	80	88	90	64	74	76	82	60	62	73	74	54	45	62	54
Laguna	59	61	72	73	63	64	72	74	65	72	78	82	73	75	83	82	77	80	88	92	79	92	86	97	69	77	80	85	77	87	84	91
Abra	65	73	73	78	55	73	60	80	58	68	67	64	63	62	75	65	78	83	85	83	84	82	91	87	58	82	65	84	67	82	76	84
Rizal	59	56	70	71	57	58	65	70	61	63	76	77	73	69	83	79	70	80	79	87	77	83	81	86	74	74	80	80	77	79	85	84
Antique	61	67	76	81	45	53	63	68	63	67	76	78	47	51	75	72	66	71	83	76	59	59	79	77	67	59	78	65	44	53	61	62
Bohol	66	67	80	82	56	61	72	77	72	75	84	86	62	62	79	76	84	87	93	95	65	69	80	81	67	66	76	71	61	60	73	70

Camarines Sur	55	57	69	75	60	61	74	75	68	60	84	61	62	67	76	77	63	75	76	90	70	76	83	85	59	71	72	80	68	66	86	76
Pangasinan	55	52	60	58	56	49	59	54	58	56	66	62	59	54	66	61	60	65	65	68	65	62	70	68	55	59	59	62	50	47	55	51
P. S. A. T.[1]	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	54	----	70	----	50	----	70	----	46	----	66	----
Tayabas	50	53	60	64	55	56	67	65	53	59	62	62	60	69	74	79	67	74	76	80	72	77	85	89	90	60	98	66	69	72	80	73
Occidental Negros	48	54	51	63	54	53	67	66	60	58	75	74	64	66	81	80	62	68	73	78	78	78	90	91	67	76	78	84	75	77	89	89
Samar	53	50	75	68	64	68	75	72	54	54	84	74	73	67	88	77	66	67	84	80	78	78	88	89	61	65	77	79	71	77	88	88
C. L. A. S.[2]	----	----	----	----	----	----	----	----	25	43	35	75	64	72	74	81	37	28	36	19	41	70	72	100	36	67	62	50	68	88	94	100
Ilocos Norte	52	56	63	70	38	38	48	48	52	58	62	67	32	45	41	51	65	77	75	82	42	48	48	52	65	66	72	71	39	43	43	48
Cavite	53	48	62	60	50	49	58	61	61	67	74	82	59	64	68	73	80	75	94	84	75	78	84	83	68	78	79	87	70	77	78	83
Cebu	55	56	69	69	39	42	50	51	52	54	70	70	43	43	58	55	64	63	78	77	54	58	72	71	55	48	67	56	45	41	56	49
Marinduque	50	50	59	56	50	52	64	62	57	69	66	77	45	51	57	60	65	70	73	77	61	68	81	82	62	72	68	84	64	69	71	81
Capiz	46	50	59	65	53	43	52	42	53	54	71	70	57	55	70	67	69	75	80	83	63	73	75	80	68	69	81	76	75	71	84	78
Leyte	54	58	71	71	52	53	65	65	54	45	69	55	61	58	80	71	61	53	73	61	59	61	70	68	73	62	79	69	70	64	77	69
Misamis	43	43	54	54	46	41	56	56	51	48	67	60	47	47	59	60	59	58	69	70	76	71	87	78	62	60	70	66	65	64	75	75
Nueva Vizcaya	34	42	42	49	64	64	77	77	47	53	62	61	56	55	71	67	59	55	68	62	69	71	77	80	56	53	65	57	73	75	89	80
Oriental Negros	45	44	54	53	42	41	54	57	51	56	68	74	62	66	78	84	54	54	68	66	66	66	80	76	55	55	66	64	67	67	79	76
Palawan	60	58	62	68	56	56	68	66	35	56	78	60	59	80	72	91	64	66	73	68	56	70	68	81	50	35	62	56	55	72	68	74
Batanes	54	58	64	63	58	80	67	86	45	53	67	61	61	73	85	94	62	61	79	63	79	77	96	94	26	44	28	44	70	77	86	91
Mindoro	46	50	65	67	51	47	60	58	52	59	71	80	47	48	62	57	60	80	75	93	56	61	69	76	68	80	81	95	58	66	66	70
Zamboanga	54	56	70	75	55	38	69	42	54	63	72	76	56	56	74	71	76	66	91	80	76	57	94	68	72	76	87	86	54	71	73	85
Mountain	32	32	45	43	36	45	46	54	43	52	63	64	50	73	64	86	54	55	65	68	67	63	75	70	68	48	79	51	75	77	85	85
Sulu	53	66	68	76	45	51	57	59	58	98	84	96	43	53	60	68	80	90	88	86	50	92	57	100	72	73	79	85	69	55	78	75
Agusan	56	58	64	68	34	32	42	41	50	48	65	59	47	45	66	58	73	67	85	77	53	60	61	70	55	86	71	86	71	80	76	83
Davao	37	53	51	65	38	48	43	51	44	54	59	73	48	90	50	92	69	69	76	84	76	76	79	81	67	70	89	82	69	100	81	100
Bukidnon	30	31	43	42	31	37	44	47	57	47	84	65	47	35	73	54	82	67	98	80	69	59	88	69	72	77	90	97	73	42	83	47
Surigao	35	29	47	34	33	26	41	34	40	46	52	55	48	49	58	57	57	52	67	65	56	51	65	57	40	61	59	70	51	42	59	52
Lanao	33	64	79	84	48	66	60	78	35	63	82	90	48	58	65	79	48	73	84	90	80	65	86	79	61	48	86	69	75	86	84	96
Cotabato	29	64	59	84	28	38	35	46	34	56	67	87	27	40	47	47	66	64	81	64	32	50	43	60	87	52	83	86	46	61	58	44
Total	58	59	70	72	56	56	66	67	62	63	76	75	60	62	73	73	70	73	80	82	69	72	79	80	67	69	77	77	66	67	76	74

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[1] Philippine School of Arts and Trades.

[2] Central Luzon Agricultural School.

No. 8.—*Percentages of Pupils Promoted*—Continued

Division	First Year								Second Year								Third Year								Fourth Year							
	1923-24				1922-23				1923-24				1922-23				1923-24				1922-23				1923-24				1922-23			
	Percentage Based On—				Percentage Based On—				Percentage Based On—				Percentage Based On—				Percentage Based On—				Percentage Based On—				Percentage Based On—				Percentage Based On—			
	Annual Enrolment		Number of Pupils Examined		Annual Enrolment		Number of Pupils Examined		Annual Enrolment		Number of Pupils Examined		Annual Enrolment		Number of Pupils Examined		Annual Enrolment		Number of Pupils Examined		Annual Enrolment		Number of Pupils Examined		Annual Enrolment		Number of Pupils Examined		Annual Enrolment		Number of Pupils Examined	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
Isabela	70	75	76	78	82	90	86	91	72	91	77	98	82	94	91	94	80	100	85	100	86	100	89	100	89	100	92	100	93	100	98	100
Philippine Nautical School	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	88	----	92	----	69	----	80	----	72	----	90	----	93	----	100	----
Manila	66	73	74	80	65	58	73	88	76	71	85	81	72	69	84	93	84	87	92	92	82	82	92	95	89	91	98	98	54	64	88	99
Bataan	72	79	78	83	86	87	90	94	74	74	93	83	79	100	84	100	81	75	88	100	75	67	86	100	92	100	96	100	88	----	88	----
Nueva Ecija	76	81	83	88	46	54	51	59	70	73	77	83	72	76	79	84	77	79	80	84	77	67	85	71	80	40	81	44	95	92	95	100
Batangas	45	67	58	71	57	53	66	60	73	68	78	87	77	86	88	95	80	85	85	85	70	93	83	93	95	100	100	100	82	79	96	94
Iloilo	62	70	73	75	57	76	70	83	73	71	80	76	71	72	86	90	84	86	88	93	79	79	85	95	87	96	95	98	95	97	100	100
Sorsogon	46	53	51	58	53	48	63	57	52	62	57	82	64	63	78	67	65	82	77	100	79	75	86	75	86	100	89	100	90	67	100	100
Zambales	80	82	88	93	52	58	72	76	83	81	94	91	78	58	90	78	95	88	100	100	83	67	93	100	85	100	92	100	86	87	92	100
Camarines Norte	46	82	56	89	83	86	91	96	75	94	96	100	88	100	93	100	74	83	78	100	88	67	100	100	81	67	89	100	----	----	----	----
Bulacan	48	52	55	65	48	48	53	54	93	95	99	100	75	74	84	87	94	83	97	100	91	84	93	89	76	85	78	85	79	80	87	80
Romblon	61	63	72	68	69	50	82	60	84	73	87	83	48	55	50	83	81	75	87	100	79	71	79	71	73	80	80	80	88	100	93	100
Philippine Normal School	37	58	46	62	71	73	79	84	59	78	67	83	68	77	81	83	61	81	73	83	85	79	88	85	84	78	87	79	85	89	96	94
Masbate	82	69	88	90	43	57	57	73	67	100	83	100	81	80	100	100	92	100	96	100	----	----	----	----	----	----	----	----	----	----	----	----
Ilocos Sur	52	63	64	68	66	72	81	78	66	68	75	74	72	75	84	85	70	77	80	77	60	63	68	69	84	95	92	100	75	84	80	90
Pampanga	70	82	79	90	77	82	83	82	83	83	91	88	89	82	97	88	86	74	94	96	89	91	97	100	97	100	97	100	84	100	93	100
Tarlac	70	81	79	89	52	58	57	63	75	90	84	94	86	95	91	100	89	90	91	100	82	86	93	100	92	82	100	100	84	100	85	100
Albay	64	67	73	73	46	67	58	75	63	67	71	76	77	85	85	91	69	56	78	76	76	79	90	83	77	81	85	85	89	93	89	93
Union	58	64	64	68	68	60	73	65	82	77	89	86	90	75	92	81	82	72	87	77	80	91	86	91	88	94	92	94	89	96	94	95
Cagayan	55	72	64	77	49	51	61	58	80	71	88	86	67	79	81	92	82	95	88	100	77	75	88	100	91	100	93	100	91	100	97	100
Laguna	47	60	61	71	62	63	68	67	49	60	58	71	68	80	75	84	54	79	57	81	70	74	74	88	86	100	91	100	81	90	91	95
Abra	45	68	52	71	57	71	61	75	71	80	79	90	80	70	86	74	79	94	84	94	76	60	84	67	85	67	85	67	93	67	93	80
Rizal	74	92	81	95	78	75	82	88	85	89	90	91	88	92	95	100	94	100	97	100	72	77	84	83	84	92	94	100	82	87	93	93
Antique	58	49	64	51	43	48	53	51	87	86	92	91	47	52	53	64	83	90	89	100	49	100	67	100	92	100	92	100	75	75	75	86
Bohol	68	75	74	82	48	68	57	74	79	90	83	93	87	93	93	100	71	77	75	83	75	100	81	100	91	67	91	100	88	83	88	83

Camarines Sur	53	67	65	75	55	59	63	74	84	79	85	86	76	80	71	91	82	76	82	89	75	86	81	90	86	100	89	100	91	89	91	100
Pangasinan	76	74	81	78	56	62	76	74	87	81	85	85	71	62	83	82	81	92	84	96	77	82	79	91	94	92	95	96	85	96	91	96
P. S. A. T.[1]	58	----	84	----	58	----	82	----	59	----	72	----	53	----	60	----	72	----	80	----	84	----	88	----	62	----	79	----	57	----	84	----
Tayabas	75	82	90	86	58	55	63	62	75	100	86	100	75	73	81	84	61	89	62	94	51	71	63	79	78	94	91	100	78	88	82	88
Occidental Negros	56	51	65	55	66	70	74	74	69	61	75	65	87	94	95	100	52	52	64	54	93	96	98	100	78	65	80	71	92	100	100	100
Samar	39	42	52	49	65	82	77	87	45	46	56	47	84	75	84	75	59	83	78	83	83	100	92	100	73	50	82	67	100	----	100	----
C. L. A. S.[2]	46	----	58	----	47	----	73	----	67	----	71	----	64	----	89	----	62	----	68	----	63	----	85	----	88	----	97	----	90	----	97	----
Ilocos Norte	65	52	75	56	46	47	50	50	68	56	76	60	73	54	77	56	73	81	82	88	86	85	69	87	89	86	93	88	85	84	88	88
Cavite	65	87	78	94	54	67	65	75	88	84	97	100	80	93	88	96	81	100	94	100	68	85	78	85	92	100	100	100	97	100	97	100
Cebu	67	66	76	76	42	30	51	34	77	68	83	78	65	61	74	67	77	60	84	69	64	73	73	86	86	80	91	82	88	96	92	92
Marinduque	52	55	58	62	46	56	61	60	70	74	73	83	84	71	84	71	94	78	100	100	81	78	89	88	93	100	98	100	----	----	----	----
Capiz	57	59	66	62	66	62	73	70	79	51	91	69	80	81	93	90	91	81	94	96	84	91	92	100	84	60	96	94	80	90	94	90
Leyte	44	44	58	45	62	55	72	59	52	54	62	59	78	70	86	74	62	73	94	89	63	96	70	100	60	61	70	96	76	93	85	93
Misamis	54	50	66	56	44	46	53	61	55	36	58	40	76	71	84	83	71	75	71	75	76	80	87	100	82	100	88	100	67	100	86	100
Nueva Vizcaya	54	36	59	39	64	73	80	77	68	44	77	44	63	74	77	77	65	50	71	67	77	100	77	100	86	75	86	75	50	----	50	----
Oriental Negros	46	46	66	63	44	47	54	53	73	70	85	86	75	65	80	74	62	75	72	86	63	67	71	100	91	83	100	91	100	90	100	90
Palawan	47	30	60	33	29	46	37	50	54	83	62	83	57	57	70	57	67	100	77	100	76	75	87	100	91	50	91	67	----	----	----	----
Batanes	20	18	23	18	65	71	83	83	46	----	50	----	83	100	83	100	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----
Mindoro	71	68	79	75	56	55	68	60	84	91	100	100	69	82	76	100	100	100	100	100	56	100	75	100	----	----	----	----	----	----	----	----
Zamboanga	70	80	80	80	70	92	80	96	63	53	73	61	68	73	77	80	73	90	86	100	90	100	90	100	94	100	94	100	----	----	----	----
Mountain	77	35	84	38	56	77	66	83	88	60	93	84	49	66	67	71	77	100	86	100	76	100	82	100	95	80	100	100	87	67	100	100
Sulu	52	50	64	75	71	100	77	100	81	100	81	100	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----
Agusan	39	58	51	70	69	100	86	100	58	38	58	50	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----
Davao	76	100	85	100	63	63	100	100	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----
Bukidnon	77	----	100	----	85	----	94	----	90	----	100	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----
Surigao	37	48	43	55	50	43	56	48	52	82	57	82	90	83	90	83	85	86	89	86	----	----	----	----	----	----	----	----	----	----	----	----
Lanao	33	40	65	62	57	31	77	100	54	40	93	100	80	20	89	100	67	100	92	100	----	----	----	----	----	----	----	----	----	----	----	----
Cotabato	73	----	75	----	60	----	71	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----
Total	61	66	71	72	56	60	66	67	73	71	81	79	74	73	83	81	77	81	84	88	74	81	82	88	86	87	92	91	83	88	91	94

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[1] Philippine School of Arts and Trades.

[2] Central Luzon Agricultural School.

In Table 8, divisions are listed according to the percentages of pupils (of all grades) promoted, the percentages being figured on the basis of annual enrolment.

When compared with statistics for the previous year, the figures in Table 8 show (1) that there were increases in percentages of promotions in all grades except in the second year secondary; (2) that 29 divisions reported higher percentages of promotions; and (3) that 20 divisions reported lower percentages of promotions.

No. 9.—*The Average Number of Pupils per Teacher*

A table showing, by divisions and for the Islands, the average number of pupils per teacher, based on the monthly enrolment for September, 1924.

Division	Primary			Intermediate			Secondary			Total		
	Number of Pupils	Number of Teachers	Number of Pupils per Teacher	Number of Pupils	Number of Teachers	Number of Pupils per Teacher	Number of Pupils	Number of Teachers	Number of Pupils per Teacher	Number of Pupils	Number of Teachers	Number of Pupils per Teacher
Abra	5,364	141	38	1,346	41	33	610	13	47	7,320	195	38
Agusan	7,482	172	43	956	28	34	121	4	30	8,559	204	42
Albay	23,255	458	51	3,356	122	28	926	22	42	27,537	602	46
Antique	12,096	282	43	2,400	100	24	557	14	40	15,053	396	38
Bataan	4,987	110	45	1,298	47	28	349	10	35	6,634	167	40
Batanes	919	32	29	252	14	18	57	2	28	1,228	48	26
Batangas	20,351	480	42	4,193	195	22	1,023	23	44	25,567	698	37
Bohol	36,257	813	45	5,700	197	29	1,354	21	64	43,311	1,031	42
Bukidnon[1]	4,379	106	41	496	24	21	109	3	36	4,984	133	37
Bulacan	26,367	537	49	4,066	116	35	758	18	42	31,191	671	46
Cagayan	17,787	460	39	3,658	108	34	961	20	48	22,406	588	38
Camarines Norte	4,667	103	45	1,028	32	32	309	6	52	6,004	141	43
Camarines Sur	14,466	301	48	2,763	112	25	871	19	46	18,100	432	42
Capiz	21,402	476	45	3,980	184	22	889	19	47	26,271	679	39
Cavite	14,250	322	44	2,761	108	26	809	20	40	17,820	450	40
Cebu	51,666	1,171	44	8,993	298	30	2,551	53	48	63,210	1,522	42
C. L. A. S.[2]				38	1	38	571	22	26	609	23	26
Cotabato	5,673	210	27	529	30	18	64	2	32	6,266	242	26
Davao	7,976	188	42	569	24	24	72	2	36	8,617	214	40
Ilocos Norte	19,410	480	40	4,385	137	32	2,127	43	49	25,922	660	39
Ilocos Sur	21,075	474	44	5,199	198	26	2,278	48	47	28,552	720	40
Iloilo	41,872	819	51	8,627	300	29	2,352	50	47	52,851	1,169	45
Isabela	11,532	245	47	2,999	80	37	807	12	67	15,338	337	46
Laguna	22,965	484	47	4,939	205	24	961	21	46	28,865	710	41
Lanao	3,247	126	26	547	29	19	110	3	37	3,904	158	25
Leyte	49,514	994	50	6,368	233	27	1,138	32	36	57,020	1,259	45
Manila	34,999	800	44	14,680	390	38	6,064	133	46	55,743	1,323	42
Marinduque	6,986	129	54	1,427	41	35	302	6	50	8,715	176	50
Masbate	5,786	127	46	936	29	32	194	6	32	6,916	162	43
Mindoro	6,647	177	38	1,067	58	18	262	7	37	7,976	242	33

Misamis	23,135	480	48	2,523	81	31	232	4	58	25,890	565	46
Mountain	11,071	300	37	1,295	50	26	510	24	21	12,876	374	34
Nueva Ecija	24,587	556	44	5,598	172	33	1,177	22	54	31,362	750	42
Nueva Vizcaya	3,160	89	36	916	31	30	423	13	33	4,499	133	34
Occidental Negros	35,315	630	56	5,919	179	33	811	18	45	42,045	827	51
Oriental Negros	16,790	404	42	2,721	97	28	694	17	41	20,205	518	39
Palawan	6,243	182	34	897	43	21	170	5	34	7,310	230	32
Pampanga	20,879	456	46	3,712	131	28	1,241	35	35	25,832	622	42
Pangasinan	49,297	959	51	12,288	394	31	3,764	85	44	65,349	1,438	45
Philippine Nautical School	--------	--------	--------	--------	--------	--------	43	3	14	43	3	14
Philippine Normal School	513	14	37	274	8	34	1,509	44	34	2,296	66	35
P. S. A. T.[3]	--------	--------	--------	39	1	39	658	13	51	697	14	50
Rizal	19,851	453	44	3,777	156	24	879	14	63	24,507	623	39
Romblon	5,831	153	38	1,089	51	21	314	10	31	7,234	214	34
Samar	21,154	485	44	3,859	125	31	519	17	31	25,532	627	41
Sorsogon	15,369	317	48	3,203	82	39	641	14	46	19,213	413	47
Sulu	8,585	226	38	502	23	22	60	4	15	9,147	253	36
Surigao	13,030	260	50	955	38	25	170	5	34	14,155	303	47
Tarlac	15,277	394	39	3,479	105	33	1,077	24	45	19,833	523	38
Tayabas	25,975	591	44	4,332	162	27	611	14	44	30,918	767	40
Union	18,015	393	46	5,923	179	33	1,727	29	60	25,665	601	43
Zambales	8,723	203	43	2,077	65	32	435	10	44	11,235	278	40
Zamboanga	10,937	279	39	1,502	50	30	230	7	33	12,669	336	38
Total	857,114	19,041	45	166,436	5,704	29	47,451	1,085	44	1,071,001	25,830	41

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[1] First-year students in Bukidnon Agricultural School were on vacation during **September,** 1924; therefore, October, 1924. enrolment is given.

[2] Central Luzon Agricultural School.

[3] Philippine School of Arts and Trades.

In September, 1923, the average number of pupils per teacher in the primary grades was 46; in the intermediate grades, 29; and in the secondary schools, 42.

No. 10.—*Classification of Teachers*

A table showing, by divisions and for the Islands, the number of American, Insular, provincial, and municipal teachers on duty at the close of the school year 1923–24.

Division	American													Filipino Insular														
	Primary		Intermediate		Secondary		Academic Supervisors	Industrial Supervisors	Supervising		Total			Primary		Intermediate		Secondary		Academic Supervisors		Industrial Supervisors		Supervising		Total		
	Men	Women	Men	Women	Men	Women	Women	Women	Men	Women	Men	Women	Total	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Total
Abra					2	1					2	1	3			7	1	4	4					4		15	5	20
Agusan					1				2		3		3						1								1	1
Albay					2	2					2	2	4			7	5	7	4	1		1		9		25	9	34
Antique																7	3	8	2	1		1		10		27	5	32
Bataan																	2	5	1			1		5		11	3	14
Batanes																3		1						2		6		6
Batangas					5	1					5	1	6			9	2	5	8	1		1	1	11		27	11	38
Bohol					3	3			1		4	3	7		1	19	10	8		1		1	1	15		44	12	56
Bukidnon									3		3		3															
Bulacan						5						5	5			11	8	8	3	1		1		10		31	11	42
Cagayan					5	1					5	1	6	6		6	4	4	5	1		1	1	11		29	10	39
Camarines Norte																	1	3		1				3		7	1	8
Camarines Sur					2	2					2	2	4			8	2	6	5	1		1		12		28	7	35
Capiz					3	2					3	2	5			11	4	5	5	1		1	1	11		29	10	39
Cavite		1		1	1	4			1		2	6	8			6	6	8	1	1		1	1	7		23	8	31
Cebu					4	8	1				4	9	13	4	1	21	6	16	5	1	1	1		19		62	13	75
C. L. A. S.[1]					2	2			1		3	2	5			2	1	14								16	1	17
Cotabato									3		3		3			1										1		1
Davao									3		3		3					1								1		1
General Office							1	1				2	2									6	24			6	24	30
Ilocos Norte					10	4					10	4	14			4		17	9			1		10	1	32	10	42
Ilocos Sur					6	5					6	5	11			4	8	9	12	1		2	1	11	1	27	22	49
Iloilo					5	8					5	8	13	2	8	10	4	14	8	1		1		19	1	47	21	68
Isabela									1		1		1			6		7	1	1	1	1		8		23	2	25
Laguna					3	3					3	3	6			8	5	8	3		1	1		7		24	9	33

Lanao					1	1			2		3	1	4									1				1		1
Leyte			1		5	2					6	2	8	1		15	2	13	5	1		2	1	16		48	8	59
Manila		9	1	11	6	38	1				7	59	66	6	5	10	11	12	7		1	1	1			29	25	54
Marinduque				1	1						1	1	2			2		2	1	1				4		9	1	10
Masbate																2		3		1				4		10		10
Mindoro																8		3	2	1		1		7		20	2	22
Misamis					3						3		3	3		5	4	2		1		1		10		22	4	26
Mountain				1	3	4			1		4	5	9					3		1		1		9	1	14	1	15
Nueva Ecija	1				1	4					2	4	6	2	1	2	2	9	4	1		1		11		26	7	33
Nueva Vizcaya					2	1					2	1	3			1		2		1		1		5		10		10
Occidental Negros	1				3	2					4	2	6		1	16	5	4	3	2		1		15		38	9	47
Oriental Negros					1	3					1	3	4			6	1	10	3	1		1		11		29	4	33
Palawan														2		14	2	4				1		5		26	2	28
Pampanga		1		1	3	5					3	7	10	10	2	5		11	1	2		1	1	9	1	38	5	43
Pangasinan					7	10					7	10	17	12		15	4	16	8	2		2		24	1	71	13	84
Philippine Nautical School					1	1					1	1	2					1								1		1
Philippine Normal School		2		2	2	14				1	2	19	21	2	10	2	3	12	10						1	16	24	40
P. S. A. T.[2]						4						4	4			18		7	1							25	1	26
Rizal					3	1					3	1	4	1	2	11	4	7		1		1		7	1	28	7	35
Romblon																1		9	1	1		1		6		18	1	19
Samar					4	2					4	2	6			17	4	9	1	2		2	1	13		43	6	49
Sorsogon					3	1					3	1	4			9	2	4		1		1		7		22	2	24
Sulu						1			3		3	1	4															
Surigao					1						1		1	3		5	4	2		1				10		21	4	25
Tarlac					4	2					4	2	6	4		8		8	2	1		1		10		32	2	34
Tayabas					2	1					2	1	3	1		8	7	8		1		1		11	2	30	9	39
Union					4	5					4	5	9			13	1	10	3	1		1		8		33	4	37
Zambales														1	1	9	1	8		1		1		10		30	2	32
Zamboanga					1	2			1		2	2	4						1					1		1	1	2
Total	2	13	2	17	115	155	3	1	22	1	141	190	331	60	32	352	129	337	130	39	4	47	34	397	10	1,232	339	1,571

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[1] Central Luzon Agricultural School.

[2] Philippine School of Arts and Trades.

No. 10.—*Classification of Teachers*—Continued

Division	Filipino Provincial														Filipino Municipal															Grand Total		
	Primary		Intermediate		Secondary		Academic Supervisors	Industrial Supervisors		Supervising		Total			Primary		Intermediate		Secondary		Academic Supervisors		Industrial Supervisors		Supervising		Total					
	Men	Women	Men	Women	Men	Women	Men	Men	Women	Men	Women	Men	Women	Total	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Total	Men	Women	Total
Abra			4	5	2							6	5	11	86	55	16	6									102	61	163	125	72	197
Agusan	1		3							4		8		8	99	59	17	6					1		4		121	65	186	132	66	198
Albay			2	1	5							7	1	8	262	190	71	23	1						7		341	213	554	375	225	600
Antique	1	1		1	3							4	2	6	141	142	60	23									201	165	366	232	172	404
Bataan			2	1	1							3	1	4	58	51	32	6	1								91	57	148	105	61	166
Batanes			3									3		3	19	12	6										25	12	37	34	12	46
Batangas			3		1	1						4	1	5	275	217	131	61									406	278	684	442	291	733
Bohol			4	2	2							6	2	8	377	360	92	40									469	400	869	523	417	940
Bukidnon			1									1		1	73	36	14	2	2		1		1		4		95	38	133	99	38	137
Bulacan			2									2		2	230	271	75	38									305	309	614	338	325	663
Cagayan			3	1								3	1	4	243	234	72	30									315	264	579	352	276	628
Camarines Norte					2							2		2	64	34	23	5									87	39	126	96	40	136
Camarines Sur			1		2							3		3	165	126	53	28		1							218	155	373	251	164	415
Capiz	11	2	3		1							15	2	17	248	259	122	59									370	318	688	417	332	749
Cavite			1	2		3						1	5	6	109	211	60	31							1		170	242	412	196	261	457
Cebu					4	1						4	1	5	693	448	184	79									877	527	1,404	947	550	1,497
C. L. A. S.¹																														19	3	22
Cotabato			2					1		4		7		7	146	28	16	2							5	1	167	31	198	178	31	209
Davao	1		3	1			1			3		8	1	9	132	48	17	4							8		157	52	209	169	53	222
General Office																														6	26	32
Ilocos Norte			5		1	1						6	1	7	257	233	76	53									333	286	619	381	301	682
Ilocos Sur			4	2	5	2						9	4	13	254	221	105	57	3								362	278	640	404	309	713
Iloilo	8	1			5							13	1	14	438	364	165	87									603	451	1,054	668	481	1,149
Isabela			4	1	2	1						6	2	8	130	102	35	19									165	121	286	195	125	320
Laguna					1	1						1	1	2	210	273	119	61									329	334	663	357	347	704
Lanao	1		1									2		2	86	31	20	2	1	1	1				5	1	113	35	148	119	36	155
Leyte					4	1						4	1	5	531	426	132	50									663	476	1,139	721	487	1,208
Manila															180	583	178	147	31	23	1	6	3	1			393	760	1,153	429	844	1,273
Marinduque					2							2		2	76	52	22	13							1		99	65	164	111	67	178
Masbate					2							2		2	89	44	17	4									106	48	154	118	48	166

Mindoro	11	---	1	3	1	---	-----	---	---	---	---	13	3	16	97	56	39	23	---	---	---	---	---	---	---	---	136	79	215	169	84	253
Misamis	---	---	3	3	---	---	-----	---	---	---	---	3	3	6	268	193	50	11	---	---	---	---	---	---	---	---	318	204	522	346	211	557
Mountain	---	---	8	3	7	---	-----	---	---	1	1	16	4	20	211	95	24	4	3	---	---	---	---	---	---	4	238	103	341	272	113	385
Nueva Ecija	---	---	1	1	1	---	-----	---	---	---	---	2	1	3	322	205	90	40	---	---	---	---	---	---	---	---	412	245	657	442	257	699
Nueva Vizcaya	6	2	10	3	4	1	-----	1	1	---	---	21	7	28	45	39	11	6	---	---	---	---	---	---	---	---	56	45	101	89	53	142
Occ. Negros	2	---	---	---	3	---	-----	---	---	---	---	5	---	5	284	285	105	45	---	---	---	---	---	---	---	---	389	330	719	436	341	777
Oriental Negros	---	---	1	---	---	---	-----	---	---	---	---	1	---	1	213	197	67	25	---	---	---	---	---	---	---	---	284	222	506	315	229	544
Palawan	4	2	4	---	2	---	-----	---	---	---	---	10	2	12	118	49	12	2	---	---	---	---	---	---	---	---	130	51	181	166	55	221
Pampanga	---	---	5	1	4	4	-----	---	---	---	---	9	5	14	251	178	90	25	---	---	---	---	---	---	---	---	341	203	544	391	220	611
Pangasinan	---	---	---	---	14	7	-----	---	---	---	---	14	7	21	645	417	244	121	2	---	---	---	---	---	---	---	891	538	1,429	983	568	1,551
Philippine Nautical School	---	---	---	---	---	---	-----	---	---	---	---	---	---	---	-------	-------	------	------	---	---	---	---	---	---	---	---	------	------	------	2	1	3
Philippine Normal School	---	---	---	---	---	---	-----	---	---	---	---	---	---	---	-------	-------	------	------	---	---	---	---	---	---	---	---	------	------	------	18	43	61
P. S. A. T.[2]	---	---	---	---	---	---	-----	---	---	---	---	---	---	---	-------	-------	------	------	---	---	---	---	---	---	---	---	------	------	------	25	5	30
Rizal	2	---	---	---	2	---	-----	---	---	---	---	4	---	4	191	265	85	37	---	---	---	---	---	---	---	---	276	302	578	311	310	621
Romblon	---	---	7	---	1	---	-----	---	---	---	---	8	---	8	88	66	23	14	---	---	---	---	---	---	---	---	111	80	191	137	81	218
Samar	---	---	---	---	1	---	-----	---	---	---	---	1	---	1	293	185	73	19	---	---	---	---	---	---	---	---	366	204	570	414	212	626
Sorsogon	---	---	---	1	---	---	-----	---	---	---	---	---	1	1	182	128	45	12	1	---	---	---	---	---	---	---	228	140	368	253	144	397
Sulu	---	---	---	1	---	---	-----	---	---	---	---	---	1	1	166	40	15	2	1	1	---	---	1	---	---	---	183	43	226	186	45	231
Surigao	9	2	1	---	---	---	-----	---	---	1	---	11	2	13	140	85	15	5	---	---	---	---	---	---	---	---	155	90	245	188	96	284
Tarlac	2	---	---	---	3	3	-----	---	---	---	---	5	3	8	255	128	70	23	---	---	---	---	---	---	---	---	325	151	476	366	158	524
Tayabas	---	---	2	---	---	---	-----	---	---	---	1	2	1	3	321	211	109	31	---	---	---	---	---	---	---	---	430	242	672	464	253	717
Union	---	---	1	---	5	1	-----	---	---	---	---	6	1	7	226	157	97	48	---	---	---	---	---	---	---	---	323	205	528	366	215	581
Zambales	1	---	---	---	1	---	-----	---	---	---	---	2	---	2	117	90	40	8	---	---	---	---	---	---	---	---	157	98	255	189	100	289
Zamboanga	1	---	7	3	---	---	-----	1	---	---	---	9	3	12	179	84	26	15	---	---	1	---	---	---	7	---	213	99	312	225	105	330
Total	61	10	102	36	94	27	1	3	1	13	2	274	76	350	10,287	8,263	3,260	1,452	46	26	4	6	6	1	42	6	13,645	9,754	23,399	15,292	10,359	25,651

[1] Central Luzon Agricultural School.

[2] Philippine School of Arts and Trades.

When compared with statistics for March, 1923, the figures in Table 10 show (1) an increase of 915 in the total number of teachers; (2) an increase of 845 in the number of Filipino municipal teachers; (3) an increase of 49 in the number of Filipino provincial teachers; (4) an increase of 20 in the number of Filipino Insular teachers; (5) an increase of 1 in the number of American teachers; (6) an increase of 763 in the number of Filipino teachers (of all classes) assigned to elementary schools; (7) an increase of 70 in the number of Filipino Insular teachers assigned to secondary schools; (8) an increase of 13 in the number of American teachers assigned to secondary schools; (9) an increase of 7 in the number of Filipino supervising teachers; and (10) a decrease of 7 in the number of American supervising teachers.

The rate of increase in the total number of teachers was 4 per cent; in the number of Filipino municipal teachers, 4 per cent; in the number of Filipino provincial teachers, 16 per cent; in the number of Filipino Insular teachers, 1 per cent; in the number of American teachers, 0.3 per cent; in the number of Filipino teachers (of all classes) assigned to elementary schools, 3 per cent; in the number of Filipino Insular teachers assigned to secondary schools, 18 per cent; in the number of American teachers assigned to secondary schools, 5 per cent; in the number of Filipino supervising teachers, 2 per cent.

The rate of decrease in the number of American supervising teachers was 23 per cent.

No. 11.—*Attainments of Filipino Teachers*

A table showing, by divisions and for the Islands, the scholastic attainments of all Filipino teachers employed during the school year 1923–24.

Division	Attainments															Examinations			
	Under Second Year	Percentage Under Second Year	Second Year	Third Year	Fourth Year	High-School Graduates	Philippine School of Arts and Trades Graduates	Philippine Normal School Graduates	A. B., Philippine Islands	High-School Teacher's Certificates	B. S., Philippine Islands	United States Normal Graduates	Bachelor's Degree, United States	All Others	Total	Qualified Any Teacher Examination of Junior Grade	Qualified Senior-Teacher Examination	Qualified Assistant Examination	Total
C. L. A. S.[1]			2		1	1	2							11	17	1	3		4
Philippine Nautical School														1	1				
Philippine Normal School	3	8	1	6		1		19	2	2	3		1	2	40	6	4	1	11
Abra	25	13	80	30	9	32	1	8		1		1	1	6	194	22	2		24
Nueva Vizcaya	20	14	37	47	9	12		4	4		1			5	139	16	1		17
Manila	208	17	173	92	21	278	12	293	15	52	21		2	40	1,207	138	43		181
Ilocos Sur	139	20	174	118	36	190	1	28	3	3			1	9	702	42	7	1	50
Ilocos Norte	151	23	171	78	16	124	8	89	4	6	5		1	15	668	23	6		29
Batanes	11	24	14	16			1	3		1					46		2		2
Isabela	78	25	113	24	10	81	1	7	1	1			1	2	319	6	7	1	14
Union	167	29	140	96	28	107	2	20	2	1				9	572	32	3	1	36
Pangasinan	470	31	470	142	41	327	2	59	11	5	1		1	5	1,534	48	10		58
P. S. A. T.[2]	8	31	2	3	2		4	3	1	1			2		26	2	3		5
Camarines Norte	46	34	42	22	3	15		5		1	1			1	136	2	2		4
Pampanga	203	34	142	69	26	114	7	26	7	4			1	2	601	23	11	1	35
Mountain	132	35	113	50	20	48	1	8	3		4		1	6	376	13	3		16
Tarlac	183	35	116	66	14	106	5	20		2	1			5	518	22	10		32
Iloilo	405	36	270	147	56	200	3	21	1	3	1	2		27	1,136	39	6		45
Zambales	104	36	77	27	8	43	3	20				1	2	4	289	8	5		13
Camarines Sur	152	37	135	47	9	48	2	11	2	1			2	2	411	20	6	1	27
Davao	81	37	76	18	7	29	1	1			1			5	219	4	1		5
Nueva Ecija	261	38	168	86	19	113	3	24	1	1	2			15	693	10	2		12
Cotabato	81	39	74	21	7	16		3	2			1		1	206	6	2		7
Cagayan	249	40	165	71	9	103	4	14	1					6	622	21	5		26
Leyte	496	41	370	172	34	97	1	20	3	3	2			2	1,200	28	5	1	34

Palawan	94	43	55	29	16	16		2			1		3	5	221	19	3		22
Albay	259	44	134	82	18	77		14	3	2				7	596	22	5		27
Bataan	75	45	32	13	9	26	1	7		1	1		1		166	10	7		17
Marinduque	79	45	36	19	11	22	1	3		1			1	3	176	6	3		9
Masbate	74	45	44	23	3	13		4	1	1			2	1	166	3	2	2	7
Capiz	341	46	177	81	27	82	7	16	1	3			5	4	744	22	3	1	26
Laguna	319	46	117	63	22	138	3	18	4	2	1		1	10	698	14	1		15
Bulacan	310	47	171	55	18	65	4	24	1	1	2		1	6	658	24	6		30
Antique	193	48	107	34	21	26	1	10	2		2		1	7	404	12	2		14
Oriental Negros	259	48	133	63	6	58	2	4	5	2			2	6	540	16	6		22
Rizal	295	48	123	44	30	68	4	36	1	3		1	2	10	617	12	11		23
Sorsogon	193	49	101	49	12	19	2	6	2		1		1	7	393	15	7		22
Zamboanga	162	50	87	34	9	20	1	4	2			1		6	326	12	1		13
Lanao	77	51	42	14	5	10		1	1					1	151	3			3
Romblon	111	51	40	23	6	24	1	5	1				1	6	218	10	4		14
Cavite	232	52	81	37	12	58	5	10	1	4	2			7	449	13	5		18
Tayabas	368	52	119	63	38	93	2	17	4	6	1		1	2	714	14	5	1	20
Mindoro	134	53	44	32	5	16	1	12	1	1	1			6	253	8	2	1	11
Occidental Negros	411	53	164	62	26	79	6	4	6	1	1	1	2	8	771	30			30
Samar	328	53	138	60	13	61	4	9	4				1	2	620	27	7		34
Bohol	506	54	244	91	29	44	1	9				1	1	7	933	36	4		40
Agusan	107	55	39	28	5	9	1	1					1	4	195	8	2		10
Cebu	813	55	295	138	47	154	3	12	6	3	2		1	10	1,484	37	8		45
Bukidnon	77	58	26	10	5	13	1							2	134	5	2		7
Batangas	428	59	119	72	16	56		14	2	7				13	727	22	5		27
General Office	19	63	8	1										2	30				
Sulu	149	66	46	16	3	11		1						1	227	1			1
Surigao	190	67	42	15	16	10	1	6	1			1	1		283	12	2		14
Misamis	381	69	101	32	9	20		6		1				4	554	6	1		7
Total	10,657	42	5,990	2,731	822	3,363	116	961	112	127	58	10	45	328	25,320	951	252	12	1,215

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[1] Central Luzon Agricultural School.

[2] Philippine School of Arts and Trades.

When compared with statistics for the school year 1922–23, these figures show (1) a decrease of 8 in the percentage of Filipino teachers of attainments under the second year; (2) an increase of 3 in the percentage of Filipino teachers who are high-school graduates; and (3) that the percentage of Filipino teachers who are Philippine Normal graduates has remained the same.

No. 12.—*Average Monthly Salaries of Filipino Insular Teachers*

A table showing, by divisions and for the Islands, the number of Filipino Insular teachers, regular and temporary, and their average monthly salaries, March, 1924.

Division	Regular		Temporary		Total	
	Number of Teachers	Average Salary	Number of Teachers	Average Salary	Number of Teachers	Average Salary
Abra	19	₱123.33	1	₱80.00	20	₱121.17
Agusan	1	120.00			1	120.00
Albay	29	109.48	5	87.00	34	100.18
Antique	28	115.48	4	124.17	32	116.56
Bataan	14	129.29			14	129.29
Batanes	3	133.33	3	76.67	6	95.00
Batangas	32	121.25	6	96.67	38	117.37
Bohol	41	105.37	15	74.33	56	97.05
Bulacan	38	117.72	4	107.50	42	116.75
Cagayan	35	97.86	4	52.50	39	93.21
Camarines Norte	8	133.12			8	133.12
Camarines Sur	33	122.28	2	105.00	35	121.30
Capiz	36	119.40	3	108.33	39	118.55
Cavite	29	118.39	2	110.00	31	117.85
Cebu	58	110.69	17	97.65	75	107.73
C. L. A. S.[1]	8	133.87	9	103.89	17	118.00
Cotabato			1	100.00	1	100.00
Davao	1	150.00			1	150.00
General Office	7	94.29	23	73.04	30	78.00
Ilocos Norte	37	113.92	5	100.00	42	112.26
Ilocos Sur	47	120.96	2	70.00	49	118.88
Iloilo	58	111.26	10	100.50	68	109.82
Isabela	19	115.44	6	93.33	25	110.13
Laguna	30	110.83	3	103.33	33	110.15
Lanao			1	120.00	1	120.00
Leyte	44	107.08	12	93.33	56	104.14
Manila	38	131.67	16	71.04	54	113.70
Marinduque	10	111.67			10	111.67
Masbate	8	137.08	2	120.00	10	133.67
Mindoro	20	116.42	2	87.50	22	113.79
Misamis	13	105.00	13	83.46	26	94.23
Mountain	12	119.58	3	110.00	15	117.67
Nueva Ecija	28	126.07	5	94.00	33	121.21
Nueva Vizcaya	5	105.00	5	97.00	10	101.00
Occidental Negros	42	110.48	5	108.00	47	110.21
Oriental Negros	26	117.95	7	108.57	33	115.96
Palawan	27	100.67	1	166.67	28	103.02
Pampanga	42	122.42	1	125.00	43	122.48
Pangasinan	79	109.85	5	110.55	84	109.88
Philippine Nautical School	1	300.00			1	300.00
Philippine Normal School	34	114.41	6	85.83	40	110.13
P. S. A. T.[2]	15	116.44	11	110.00	26	113.72
Rizal	34	117.99	1	130.00	35	118.48
Romblon	14	137.26	5	104.00	19	128.51
Samar	32	112.71	17	82.06	41	102.07
Sorsogon	23	119.78	1	130.00	24	120.21
Surigao	18	110.28	7	81.43	25	102.60
Tarlac	32	120.31	2	112.50	34	119.85
Tayabas	36	118.61	3	115.00	39	118.33
Union	33	114.39	4	105.00	37	113.38
Zambales	30	118.78	2	122.50	32	119.01
Zamboanga	2	167.50			2	167.50
Total	1,309	115.73	362	92.56	1,571	111.87

[1] Central Luzon Agricultural School. [2] Philippine School of Arts and Trades.

When compared with statistics for March, 1923, these figures show (1) an increase of ₱9.95 in the average monthly salary of regular Filipino Insular teachers; (2) an increase of ₱9.74 in the average monthly salary of temporary Filipino Insular teachers, (3) an increase of ₱11.02 in the average monthly salary of all Filipino Insular teachers both regular and temporary.

The rate of increase in the average monthly salary of regular Filipino Insular teachers was 9 per cent; in the average monthly salary of temporary Filipino Insular teachers, 12 per cent; in the average monthly salary of all Filipino Insular teachers, both regular and temporary, 11 per cent.

No. 13.—*Average Monthly Salaries of Filipino Municipal Teachers*

A table showing, by divisions and for the Islands, the number of municipal teachers, regular and temporary, and their average monthly salaries, March, 1924.

Division	Regular		Temporary		Total	
	Number of Teachers	Average Salary	Number of Teachers	Average Salary	Number of Teachers	Average Salary
Abra	138	₱40.40	36	₱38.94	174	₱40.10
Agusan	80	51.44	114	41.51	194	45.60
Albay	521	45.24	41	44.29	562	45.17
Antique	281	41.72	91	37.84	372	40.77
Bataan	137	50.42	15	39.07	152	49.30
Batanes	18	38.28	22	34.68	40	36.30
Batangas	613	47.50	76	42.00	689	46.89
Bohol	704	37.22	173	36.51	877	37.08
Bukidnon	68	69.12	66	42.95	134	56.23
Bulacan	516	43.90	100	35.16	616	42.48
Cagayan	413	41.89	170	33.89	583	39.56
Camarines Norte	122	53.07	6	61.33	128	53.45
Camarines Sur	352	47.93	24	44.67	376	47.72
Capiz	557	38.30	148	36.00	705	37.82
Cavite	325	47.69	89	43.18	414	46.72
Cebu	1,187	48.20	222	39.84	1,409	46.88
Cotabato	200	52.88	5	76.00	205	53.45
Davao	199	56.16	19	44.74	218	55.16
Ilocos Norte	488	41.17	138	40.39	626	41.00
Ilocos Sur	469	46.14	184	42.40	653	45.09
Iloilo	893	50.25	175	42.77	1,068	49.02
Isabela	243	44.67	51	39.67	294	43.80
Laguna	336	47.62	329	41.33	665	44.51
Lanao	133	55.47	17	34.71	150	53.12
Leyte	312	45.79	832	35.60	1,144	38.38
Manila	516	93.37	637	71.37	1,153	81.22
Marinduque	151	41.79	15	46.33	166	42.20
Masbate	93	48.41	63	37.98	156	44.20
Mindoro	154	39.44	77	41.25	231	40.04
Misamis	197	42.38	331	35.61	528	38.14
Mountain	208	52.00	153	46.57	361	49.70
Nueva Ecija	637	49.11	23	43.13	660	48.91
Nueva Vizcaya	77	39.70	52	37.91	129	38.98
Occidental Negros	584	48.51	140	47.44	724	48.30
Oriental Negros	205	41.34	2	47.50	507	41.36
Palawan	136	47.16	57	42.25	193	45.72
Pampanga	549	52.11	9	61.11	558	52.26
Pangasinan	855	46.75	595	42.51	1,450	45.01
Rizal	547	46.73	35	45.14	582	46.64
Romblon	143	44.86	56	39.04	199	43.22
Samar	495	45.02	76	41.47	571	44.55
Sorsogon	244	50.27	125	37.77	369	46.04
Sulu	183	60.15	44	40.00	227	56.24
Surigao	232	70.73	26	46.17	258	21.28
Tarlac	422	42.19	62	37.11	484	41.54
Tayabas	432	51.81	243	41.00	675	47.92
Union	475	43.76	60	42.62	535	43.63
Zambales	214	36.54	43	34.62	257	36.22
Zamboanga	244	53.17	80	37.63	324	49.33
Total	17,598	47.64	6,147	42.98	23,745	46.43

When compared with statistics for March, 1923, these figures show (1) an increase of ₱0.11 in the average monthly salary of regular Filipino municipal teachers; (2) a decrease of ₱1.57 in the average monthly salary of temporary Filipino municipal teachers; (3) a decrease of ₱0.28 in the average monthly salary of all Filipino municipal teachers, both regular and temporary.

The rate of increase in the average monthly salary of regular Filipino municipal teachers was 0.2 per cent.

The rate of decrease in the average monthly salary of temporary municipal teachers was 4 per cent; in the average monthly salary of all Filipino municipal teachers, both regular and temporary, 6 per cent.

No. 14.—*Percentages of Filipino Municipal Teachers Receiving Certain Monthly Salaries*

A table showing, by divisions and for the Islands, the percentages of Filipino municipal teachers receiving certain salaries as fixed by 1925 budgets.

Division	Percentage Receiving ₱40 or More	Less than ₱40		₱40 to ₱44.99		₱45 to ₱49.99		₱50 to ₱54.99		₱55 to ₱59.99		₱60 to ₱64.99		₱65 to ₱69.99		₱70 and More		Total Number of Filipino Municipal Teachers
		Number of Teachers	Percentage	Number of Teachers	Percentage	Number of Teachers	Percentage	Number of Teachers	Percentage	Number of Teachers	Percentage	Number of Teachers	Percentage	Number of Teachers	Percentage	Number of Teachers	Percentage	
Batangas	100	--------	------	155	25.2	153	24.9	92	15.0	113	18.4	38	6.2	28	4,5	36	5.8	615
Bukidnon	100	--------	------	18	15.0	18	15.0	14	11.7	10	8.3	22	18.3	18	15.0	20	16.7	120
Camarines Norte	100	--------	------	13	9.8	50	37.8	24	18.2	12	9.2	17	12.9	6	4.5	10	7.6	132
Iloilo	100	--------	------	385	35.3	207	19.0	117	10.7	210	19.2	86	7.9	31	2.8	56	5.1	1,092
Manila	100	--------	------	--------	------	--------	------	--------	------	--------	------	278	22.7	4	.3	948	77.1	1,230
Mountain	100	1	.3	92	26.2	97	27.7	59	16.8	65	18.5	19	5.4	5	1.4	13	3.7	351
Nueva Ecija	100	3	.4	252	34.8	194	26.8	152	21.0	31	4.3	36	5.0	11	1.5	45	6.2	724
Occidental Negros	100	--------	------	210	27.3	230	29.9	208	27.0	46	6.0	37	4.8	19	2.5	19	2.5	769
Palawan	100	--------	------	105	53.6	45	23.0	15	7.6	4	2.0	18	9.2	6	3.1	3	1.5	196
Pampanga	100	--------	------	86	15.2	71	12.6	134	23.8	129	22.9	69	12.2	45	8.0	30	5.3	564
Rizal	100	--------	------	217	37.2	130	22.3	104	17.8	44	7.6	42	7.2	8	1.4	38	6.5	583
Tayabas	100	--------	------	370	50.3	123	16.7	110	15.0	43	5.9	37	5.0	24	3.3	28	3.8	735
Davao	97	6	2.9	28	13.5	44	21.1	29	13.9	64	30.8	21	10.1	2	1.0	14	6.7	208
Sulu	96	9	3.7	62	25.3	45	18.4	39	15.9	21	8.6	22	9.0	7	2.8	40	16.3	245
Camarines Sur	93	29	7.2	112	27.9	94	23.5	116	28.9	29	7.2	12	3.0	5	1.3	4	1.0	401
Lanao	90	14	9.9	16	11.3	26	18.3	22	15.5	37	26.0	14	9.9	8	5.6	5	3.5	142
Cotabato	89	23	10.9	31	14.7	45	21.3	45	21.3	34	16.1	17	8.1	6	2.9	10	4.7	211
Samar	88	72	12.2	233	39.4	107	18.1	80	13.5	45	7.6	34	5.7	11	1.8	10	1.7	592
Agusan	83	34	17.4	98	50.3	34	17.4	19	9.8	4	2.1	2	1.0	2	1.0	2	1.0	195
Bataan	83	25	16.5	33	21.7	22	14.5	35	23.0	12	7.9	9	5.9	5	3.3	11	7.2	152
Mindoro	82	39	18.1	107	49.5	34	15.7	15	6.9	10	4.6	6	2.8	1	.5	4	1.9	216
Pangasinan	82	240	18.0	454	34.2	199	15.0	134	10.1	82	6.2	110	8.3	60	4.5	49	3.7	1,328
Cebu	79	286	20.5	285	20.4	309	22.1	206	14.8	127	9.1	79	5.7	32	2.3	71	5.1	1,395
Ilocos Sur	76	157	24.0	211	32.2	78	11.9	108	16.5	70	10.7	18	2.7	6	.9	7	1.1	655
Laguna	74	180	26.4	190	27.9	100	14.7	121	17.8	43	6.3	23	3.4	9	1.3	15	2.2	681
Marinduque	74	41	25.5	59	36.6	36	22.4	19	11.8	4	2.5	1	.6	--------	------	1	.6	161
Zamboanga	74	86	26.0	90	27.2	47	14.2	32	9.7	25	7.6	22	6.6	6	1.8	23	6.9	331
Cavite	73	108	26.7	113	28.0	50	12.4	65	16.1	24	5.9	21	5.2	10	2.5	13	3.2	404
Isabela	71	93	29.4	90	28.5	74	23.4	21	6.7	15	4.7	11	3.5	8	2.5	4	1.3	316
Sorsogon	71	112	28.5	79	20.1	44	11.2	87	22.1	18	4.6	19	4.8	11	2.8	23	5.9	393

Albay	70	170	29.8	173	30.4	63	11.1	76	13.3	39	6.8	22	3.9	15	2.6	12	2.1	570
Bulacan	68	203	31.7	147	22.9	95	14.8	97	15.1	59	9.2	17	2.7	4	.6	19	3.0	641
Union	68	177	31.8	142	25.5	177	31.8	28	5.0	16	2.9	8	1.4	7	1.2	2	.4	557
Masbate	63	58	37.2	36	23.1	14	9.0	23	14.7	9	5.8	3	1.9	4	2.5	9	5.8	156
Antique	60	146	40.1	99	27.2	65	17.9	23	6.3	11	3.0	16	4.4	1	.3	3	.8	364
Tarlac	60	192	39.6	136	28.0	45	9.3	81	16.7	11	2.3	11	2.3	3	.6	6	1.2	485
Oriental Negros	59	199	40.8	133	27.3	66	13.5	42	8.6	18	3.7	20	4.1	9	1.8	1	.2	488
Cagayan	58	234	42.2	90	16.3	157	28.3	42	7.6	14	2.5	12	2.2			5	.9	554
Capiz	58	260	42.0	119	19.2	106	17.1	56	9.1	22	3.6	21	3.4	7	1.1	28	4.5	619
Ilocos Norte	55	274	45.4	152	25.2	58	9.6	56	9.3	28	4.7	12	2.0	3	.5	20	3.3	603
Romblon	55	87	44.6	43	22.1	22	11.3	21	10.8	8	4.1	3	1.5	1	.5	10	5.1	195
Abra	54	78	46.4	72	42.8	7	4.2	2	1.2	4	2.4	4	2.4			1	.6	168
Misamis	42	311	57.9	96	17.9	58	10.8	49	9.1	18	3.3	3	.6	1	.2	1	.2	537
Surigao	42	157	58.2	56	20.7	27	10.0	8	3.0	3	1.1	17	6.3	2	.7			270
Leyte	41	707	58.7	198	16.4	106	8.8	150	12.5	22	1.8	8	.7	8	.7	5	.4	1,204
Zambales	35	163	64.7	50	19.8	19	7.5	12	4.8	2	.8	4	1.6	1	.4	1	.4	252
Nueva Vizcaya	32	70	68.0	16	15.5	6	5.8	3	2.9			7	6.8	1	1.0			103
Batanes	28	31	72.1	9	20.9	1	2.3	2	4.7									43
Bohol	20	779	79.5	124	12.7	60	6.1	14	1.4			3	.3					980
Total	65	5,854	24.5	6,085	25.4	3,858	16.1	3,007	12.6	1,655	6.9	1,331	5.6	461	1.9	1,675	7.0	23,926

The figures below give some idea of the difference between the salaries of municipal teachers on duty in January, 1924, and the salaries of municipal teachers on duty in January, 1925:

Percentage of teachers receiving—	January, 1924	January, 1925
Less than ₱40	30.5	24.5
₱40 to ₱44.99	26.5	25.4
₱45 to ₱49.99	14.1	16.1
₱50 to ₱54.99	10.6	12.6
₱55 and more	18.3	21.4

In January, 1925, 10 divisions reported ₱40 a month as the minimum salary for municipal teachers.

No. 15.—*Libraries*

A table showing, by divisions and for the Islands, the number of schools, the number of schools with libraries, the number of books and pamphlets contained in them, the number of newspaper and magazine subscriptions, and the number of persons using the libraries, 1924.

Division	Number of Schools				Number of Libraries				Number of Books, December 31, 1924			
	Elementary		Secondary	Total	Elementary		Secondary	Total	Elementary		Secondary	Total
	Central	Barrio			Central	Barrio			Central	Barrio		
Abra	27	61	2	90	16	4	2	22	2,149	124	3,302	5,575
Agusan	66	30	2	98	5	23	1	29	685	515	308	1,508
Albay	52	154	2	208	28	16	2	46	11,572	238	5,938	17,748
Antique	24	75	1	100	13	48	1	62	5,406	1,061	2,757	9,224
Bataan	23	19	1	43	12	16	1	29	3,800	380	1,342	5,522
Batanes	12	5	1	18	6	5	1	12	1,189	38	261	1,488
Batangas	48	136	2	186	28	6	2	36	8,322	303	4,006	12,631
Bohol	73	260	2	335	37	50	2	89	14,453	971	3,570	18,994
Bukidnon	12	57	2	71	3	10	1	14	584	276	191	1,051
Bulacan	45	163	1	209	45	163	2	210	26,400	9,133	4,373	39,906
Cagayan	46	161	1	208	24	35	1	60	5,540	814	4,574	9,928
Camarines Norte	18	24	1	43	10	16	1	27	1,546	193	520	2,259
Camarines Sur	53	103	2	158	28	11	2	41	3,656	214	2,403	6,273
Capiz	53	153	2	208	31	77	1	109	6,860	1,786	2,114	10,760
Cavite	37	40	4	81	25	15	2	42	2,301	6,992	3,261	12,554
Cebu	105	363	2	470	56	25	2	83	15 686	2,234	7,032	24,952
C. L. A. S.[1]	1	---	1	2	---	---	1	1	---	---	1,920	1,920
Cotabato	2	118	2	122	1	10	2	13	397	546	164	1,107
Davao	14	115	1	130	5	16	1	22	659	498	311	1,468
Ilocos Norte	37	171	3	211	19	24	3	46	9,034	326	6,968	16,328
Ilocos Sur	66	167	3	236	34	97	3	134	16,149	4,015	7,442	27,606
Iloilo	73	239	2	314	39	78	2	119	14,351	5,900	8,986	29,237
Isabela	31	84	3	118	16	76	2	94	4,278	1,416	1,900	7,594
Laguna	52	69	1	122	28	20	1	49	18,989	663	3,206	22,858
Lanao	23	59	1	83	7	7	1	15	1,023	348	749	2,120
Leyte	86	314	4	404	46	33	4	83	13,998	623	4,756	19,377
Manila	61	---	6	67	41	---	6	47	72,635	---	17,822	90,457
Marinduque	11	45	1	57	6	11	1	18	2,149	143	1,304	3,596
Masbate	15	43	1	59	8	24	1	33	1,353	310	640	2,303
Mindoro	31	69	1	101	15	23	1	39	3,094	469	1,661	5,224

Misamis	34	156	1	191	18	152	1	171	4,957	2,421	1,508	8,886
Mountain	50	109	2	161	22	28	2	52	2,180	1,610	1,890	5,680
Nueva Ecija	54	176	1	231	27	38	1	66	8,924	664	3,785	13,373
Nueva Vizcaya	19	19	2	40	13	14	2	29	1,416	343	1,569	3,328
Occidental Negros	52	135	1	188	25	104	1	130	10,458	3,260	2,798	16,516
Oriental Negros	48	120	2	170	24	28	2	54	3,403	469	2,197	6,069
Palawan	24	97	1	122	11	44	1	56	3,828	971	1,131	5,930
Pampanga	49	112	4	159	21	57	3	81	8,175	2,012	3,431	13,618
Pangasinan	92	295	3	390	48	119	2	169	41,839	2,282	11,780	55,901
Philippine Nautical School	---------	---------	1	1	---------	---------	1	1	---------	---------	128	128
Philippine Normal School	2	---------	1	3	1	---------	1	2	1,828	---------	8,148	9,976
P. S. A. T.[2]	1	---------	1	2	1	---------	1	2	---------	---------	3,165	3,165
Rizal	55	78	1	134	26	22	1	49	7,494	231	2,163	9,888
Romblon	18	54	2	74	9	50	2	61	1,818	1,114	1,979	4,911
Samar	78	199	3	280	37	161	3	201	15,517	3,667	3,519	22,703
Sorsogon	33	97	1	131	16	2	1	19	3,443	30	2,016	5,489
Sulu	9	77	1	87	---------	1	1	2	---------	33	612	645
Surigao	26	110	1	137	16	38	1	55	2,704	818	1,620	5,142
Tarlac	34	126	2	162	24	122	2	148	7,065	2,455	3,625	13,145
Tayabas	57	130	1	188	28	27	1	56	14,207	680	3,636	18,523
Union	36	92	2	130	19	51	2	72	13,136	2,247	3,944	19,327
Zambales	29	48	1	78	16	7	2	25	4,884	115	1,673	6,672
Zamboanga	10	126	1	137	6	23	1	30	764	1,060	1,939	3,763
Total	2,001	5,653	94	7,748	1,040	2,027	88	3,155	426,298	67,011	171,037	664,346

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[1] Central Luzon Agricultural School.

[2] Philippine School of Arts and Trades.

No. 15.—*Libraries*—Continued

Division	Number of Pamphlets, December 31, 1924				Total Number of Books and Pamphlets				Number of Books Acquired in 1924			
	Elementary		Secondary	Total	Elementary		Secondary	Total	Elementary		Secondary	Total
	Central	Barrio			Central	Barrio			Central	Barrio		
Abra	167		173	340	2,316	124	3,475	5,915	104		167	271
Agusan	579	310	92	981	1,264	825	400	2,489	15	115	85	215
Albay	1,121		743	1,864	12,693	238	6,681	19,612	1,514	238	292	2,044
Antique	567	125	1,268	1,960	5,973	1,186	4,025	11,184	771	166	166	1,103
Bataan	900	600	277	1,237	4,700	440	1,619	6,759	90	20	227	337
Batanes	56		120	176	1,245	38	381	1,664	58	38	7	103
Batangas	994		800	1,794	9,316	303	4,806	14,425	1,237		324	1,561
Bohol	1,750	249	469	2,468	16,203	1,220	4,039	21,462	1,144	16	319	1,479
Bukidnon	14	42	34	90	598	318	225	1,141	446	273	82	801
Bulacan	2,662	295	549	3,506	29,062	9,428	4,922	43,412	4,683	2,427	680	7,790
Cagayan	1,365	67	832	2,264	6,905	881	4,406	12,192	700	270	1,228	2,198
Camarines Norte	169	49	40	258	1,715	242	560	2,517	504	160	51	715
Camarines Sur	774	97	395	1,266	4,430	311	2,798	7,539	577	27	306	910
Capiz	1,313	411	280	2,004	8,173	2,197	2,394	12,764	637	344	495	1,476
Cavite	763	2	1,920	2,685	3,064	6,994	5,181	15,239	567	17	225	809
Cebu	1,810	12	350	2,172	17,496	2,246	7,382	27,124	1,376	90	3,681	5,147
C. L. A. S.[1]			2,000	2,000			3,920	3,920			462	462
Cotabato	50	80	103	233	447	626	267	1,340	42		36	78
Davao	125	68	10	203	784	566	321	1,671	45	10	153	208
Ilocos Norte	1,848	20	376	2,244	10,882	346	7,344	18,572	832	25	1,128	1,985
Ilocos Sur	957	128	180	1,265	17,106	4,143	7,622	28,871	777	112	625	1,514
Iloilo	1,213	474	995	2,682	15,564	6,374	9,981	31,919	2,362	691	339	3,392
Isabela	709	832	150	1,691	4,987	2,248	2,050	9,285	292	18	177	487
Laguna	1,603	111	667	2,381	20,592	774	3,873	25,239	1,573	202	381	2,156
Lanao	102	4	154	260	1,125	352	903	2,380	47		83	130
Leyte	1,940	24	674	2,638	15,938	647	5,430	22,015	1,527	72	382	1,981
Manila	2,658		423	3,081	75,293		18,245	93,538	11,031		1,902	12,933
Marinduque	314	74	87	475	2,463	217	1,391	4,071	200	3	241	444
Masbate	189	21	80	290	1,542	331	720	2,593	33	17	171	221
Mindoro	495	32	287	814	3,589	501	1,948	6,038	134		39	173
Misamis	344	112	176	632	5,301	2,533	1,684	9,518	399	921	318	1,638
Mountain	198	36	236	470	2,378	1,646	2,126	6,150	78	735	130	943
Nueva Ecija	1,609	115	100	1,824	10,533	779	3,885	15,197	729	101	178	1,008
Nueva Vizcaya	522	319	700	1,541	1,938	662	2,269	4,869	100	35	212	347
Occidental Negros	1,363	85	686	2,134	11,821	3,345	3,484	18,650	1,191	483	289	1,963

Oriental Negros	777	2	244	1,023	4,180	471	2,441	7,092	820	271	567	1,658
Palawan	433	190	809	1,432	4,261	1,161	1,940	7,362	159	8	170	337
Pampanga	2,550	219	1,227	3,996	10,725	2,231	4,658	17,614	1,939	73	444	2,456
Pangasinan	4,085	4	616	4,705	45,924	2,286	12,396	60,606	6,319	270	2,372	8,961
Philippine Nautical School			15	15			143	143				
Philippine Normal School			250	250	1,828		8,398	10,226	138		429	567
P. S. A. T.[2]			139	139			3,304	3,304			191	191
Rizal	1,078	47	208	1,333	8,572	278	2,371	11,221	897	53	33	983
Romblon	310	30	1,764	2,104	2,128	1,144	3,743	7,015	413	373	277	1,063
Samar	1,803	181	546	2,530	17,320	3,848	4,065	25,233	4,604	714	363	5,681
Sorsogon	728	17	175	920	4,171	47	2,191	6,409	522		104	626
Sulu		22	37	59		55	649	704			237	237
Surigao	264	12	241	517	2,968	830	1,861	5,659	129	65	54	248
Tarlac	751	265	88	1,104	7,816	2,720	3,713	14,249	1,145	136	604	1,885
Tayabas	3,562	36	540	4,138	17,769	716	4,176	22,661	1,788	21	261	2,070
Union	941	247	253	1,441	14,077	2,494	4,197	20,768	696	81	620	1,397
Zambales	879	1	71	951	5,763	116	1,744	7,623	1,151	15	198	1,364
Zamboanga	16	78	18	112	780	1,138	1,957	3,875	250	211	197	658
Total	49,420	5,605	23,667	78,692	475,718	72,616	194,704	743,038	56,785	9,917	22,702	89,404

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[1] Central Luzon Agricultural School.

[2] Philippine School of Arts and Trades.

No. 15.—*Libraries*—Continued

Division	Number of Books Transferred from Bureau of Education to Provincial and Municipal Accounts				Newspaper Subscriptions				Educational-Magazine Subscriptions				Other Magazine Subscriptions			
	Elementary		Secondary	Total	Elementary		Secondary	Total	Elementary		Secondary	Total	Elementary		Secondary	Total
	Central	Barrio			Central	Barrio			Central	Barrio			Central	Barrio		
Abra	109	----	----	109	7	----	5	12	1	----	9	10	5	----	17	22
Agusan	----	----	----	----	54	15	3	72	6	----	4	10	4	2	----	6
Albay	----	----	----	----	87	----	7	94	64	----	11	75	69	----	38	107
Antique	----	----	----	----	13	6	5	24	5	4	3	12	11	22	16	49
Bataan	----	----	----	----	16	10	5	31	8	3	2	13	12	2	12	26
Batanes	----	----	----	----	----	----	10	10	2	----	----	2	2	----	----	2
Batangas	93	----	71	164	30	----	8	38	82	----	6	88	25	----	24	49
Bohol	248	----	----	248	49	8	5	62	30	8	12	50	56	53	5	114
Bukidnon	----	----	----	----	4	8	3	15	3	1	7	11	4	1	15	20
Bulacan	----	----	12	12	29	----	4	33	43	41	6	90	32	21	16	69
Cagayan	----	----	590	590	44	1	2	47	46	4	4	54	29	26	16	71
Camarines Norte	----	----	----	----	24	2	4	30	9	----	9	18	10	----	3	13
Camarines Sur	32	----	5	37	32	1	5	38	47	6	6	59	8	1	31	40
Capiz	----	----	18	18	50	23	5	78	52	17	5	74	48	10	12	70
Cavite	----	----	----	----	29	----	5	34	25	----	----	25	52	12	24	88
Cebu	----	----	----	----	37	1	11	49	19	3	10	32	30	----	43	73
C. L. A. S.[1]	----	----	----	----	----	----	6	6	----	----	12	12	----	----	58	58
Cotabato	----	----	----	----	----	7	2	9	----	2	1	3	----	3	6	9
Davao	----	----	----	----	2	3	3	8	2	1	----	3	1	10	3	14
Ilocos Norte	14	----	3	17	39	8	13	60	23	3	19	45	18	15	39	72
Ilocos Sur	----	----	----	----	30	2	21	53	13	3	22	38	10	13	113	136
Iloilo	20	----	----	20	94	47	20	161	80	55	16	151	53	22	68	143
Isabela	48	----	----	48	12	7	5	24	10	10	15	35	8	8	22	38
Laguna	----	----	----	----	48	7	10	65	44	13	3	60	19	3	22	44
Lanao	----	----	----	----	7	----	1	8	1	----	----	1	2	----	4	6
Leyte	77	----	----	77	50	----	11	61	63	----	12	65	74	----	15	89
Manila	----	----	----	----	81	----	42	123	245	----	57	302	87	----	193	280
Marinduque	209	----	----	209	8	2	2	12	2	----	1	3	----	----	6	6
Masbate	----	12	61	73	10	8	4	22	11	2	1	14	15	6	3	24
Mindoro	----	----	----	----	17	----	2	19	22	8	8	38	----	----	----	----
Misamis	4	----	15	19	55	63	3	121	58	63	5	126	48	128	12	188
Mountain	----	----	----	----	14	5	4	23	12	20	22	54	5	3	10	18

Nueva Ecija	1,277			1,277	64	19	2	85	133	9	14	156	64	7	35	106
Nueva Vizcaya					4		6	10	5		6	11	3		7	10
Occidental Negros	82			82	54	13	5	72	38	11	3	52	59	31	22	112
Oriental Negros	661	30	357	1,048	23	1	5	29	9	3	6	18	9		13	22
Palawan			59	59	11	4	11	26	14			14	2	1		3
Pampanga					35	15	15	65	30	13	24	67	47	7	70	124
Pangasinan	20			20	57		19	76	40		18	58	45	26	33	104
Philippine Nautical School																
Philippine Normal School					2		4	6	10		19	29			30	30
P. S. A. T.[2]			25	25			4	4			3	3			18	18
Rizal	331	5	15	351	28	1	4	33	57	11	3	71	47	14	41	102
Romblon			14	14	7	1	7	15	16	20	2	38	1	3	16	20
Samar	3.349	822		4,171	101	44	5	150	93	29	5	127	42	15	22	79
Sorsogon	4			4	42		5	47	39		5	44	27		9	36
Sulu					1		2	3	1			1			10	10
Surigao					17		4	21	100	40	2	142	22	20	14	56
Tarlac	16		45	61	24		5	29	37	63	4	104	17	26	21	64
Tayabas	43			43	53	1	3	57	51	3	27	81	34	2		36
Union					22	6	8	36	15	1	4	20	12	6	15	33
Zambales					44		16	60	14		7	21	18	4	6	28
Zamboanga					12	11	3	26	16	25	12	53	27	19	1	47
Total	6,637	869	1,290	8,796	1,573	350	369	2,292	1,736	495	452	2,683	1,213	542	1,229	2,984

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[1] Central Luzon Agricultural School.

[2] Philippine School of Arts and Trades.

No. 15.—*Libraries*—Continued

Division	Total Newspaper and Magazine Subscriptions				Number of Persons Using the Libraries								Number of Libraries Used by the People of School Communities			
					Teachers and Pupils				All Others							
	Elementary		Secondary	Total	Elementary		Secondary	Total	Elementary		Secondary	Total	Elementary		Secondary	Total
	Central	Barrio			Central	Barrio			Central	Barrio			Central	Barrio		
Abra	13	---	31	44	2,332	122	1,146	3,600	141	3	10	154	8	1	1	10
Agusan	64	17	7	88	1,013	1,098	273	2,384	3	50	2	55	1	---	---	1
Albay	220	---	56	276	14,676	112	1,514	16,302	1,670	---	41	1,711	20	---	2	22
Antique	29	32	24	85	3,644	3,997	588	8,229	136	30	64	230	6	14	1	21
Bataan	36	15	19	70	4,642	1,248	392	6,282	200	12	20	232	2	---	1	3
Batanes	4	---	10	14	760	86	59	904	---	---	---	---	---	---	---	---
Batangas	137	---	38	175	9,222	455	1,000	10,677	182	---	115	297	7	---	3	10
Bohol	135	69	22	226	9,351	2,439	1,701	13,491	135	53	1	189	2	---	---	2
Bukidnon	11	10	25	46	237	620	259	1,116	---	---	---	---	---	---	---	---
Bulacan	104	62	26	192	13,083	10,244	1,376	24,703	186	6	28	220	8	8	1	17
Cagayan	119	31	22	172	5,740	1,520	1,260	8,520	32	26	7	65	2	1	---	3
Camarines Norte	43	2	16	61	3,519	761	352	4,632	16	---	10	26	4	---	1	5
Camarines Sur	87	8	42	137	7,700	1,246	1,022	9,968	45	---	19	64	4	---	1	5
Capiz	150	50	22	222	11,799	5,057	894	17,750	325	50	10	385	13	13	---	26
Cavite	106	12	29	147	9,063	1,491	909	11,463	152	---	50	202	1	---	---	1
Cebu	86	4	64	154	13,010	2,812	2,850	18,672	450	---	10	460	913	2	---	915
C. L. A. S. [1]	---	---	76	76	---	---	680	680	---	---	50	50	---	---	1	1
Cotabato	---	12	9	21	397	1,367	146	1,910	12	248	5	265	---	---	---	---
Davao	5	14	6	25	1,270	850	69	2,189	---	---	---	---	---	---	---	---
Ilocos Norte	80	26	71	177	12,325	960	2,288	15,573	4	---	67	111	---	---	1	1
Ilocos Sur	53	18	156	227	9,423	6,302	2,391	18,116	468	375	50	893	24	42	3	69
Iloilo	227	124	104	455	18,257	9,788	2,495	30,540	400	140	5	545	13	9	1	23
Isabela	30	25	42	97	5,216	5,673	1,307	12,196	140	65	105	310	16	13	2	31
Laguna	111	23	35	169	11,087	2,181	1,037	14,305	374	56	2	432	15	1	---	16
Lanao	10	---	5	15	1,196	410	228	1,834	90	10	8	108	2	---	---	2
Leyte	177	---	38	215	11,695	1,274	1,681	14,650	373	25	25	423	17	15	4	36
Manila	413	---	292	705	46,982	---	7,280	54,262	125	---	150	275	3	---	---	3
Marinduque	10	2	9	21	1,912	317	360	2,589	100	---	---	100	---	---	---	---
Masbate	36	16	8	60	1,787	2,035	219	4,041	410	---	1	411	1	---	---	1
Mindoro	39	8	10	57	2,201	1,008	322	3,531	56	8	3	67	---	---	---	---
Misamis	161	254	20	435	5,978	9,161	15	15,154	62	---	550	612	4	13	---	17
Mountain	31	28	36	95	2,543	3,185	966	6,694	19	---	---	19	1	---	2	3
Nueva Ecija	261	35	51	347	13,393	2,843	1,230	17,466	570	34	---	604	5	---	---	5

Nueva Vizcaya	12	--------	19	31	1,449	550	163	2,162	15	3	10	28	8	10	--------	18
Occidental Negros	151	55	30	236	15,212	8,838	899	24,949	268	344	50	662	9	18	1	28
Oriental Negros	41	4	24	69	5,032	1,535	954	7,521	60	--------	6	66	1	--------	--------	1
Palawan	27	5	11	43	1,667	2,927	496	5,090	88	1	--------	89	3	1	--------	4
Pampanga	112	35	109	256	12,552	4,653	1,455	18,660	90	25	5	120	1	--------	4	5
Pangasinan	142	26	70	238	40,000	6,050	3,899	49,949	120	--------	--------	120	3	--------	--------	3
Philippine Nautical School	--------	--------	--------	--------	--------	--------	46	46	--------	--------	--------	--------	--------	--------	--------	--------
Philippine Normal School	12	--------	53	65	793	--------	1,577	2,370	--------	--------	--------	--------	--------	--------	--------	--------
P. S. A. T.[2]	--------	--------	25	25	--------	--------	840	840	--------	--------	--------	--------	--------	--------	--------	--------
Rizal	132	26	48	206	7,083	1,431	926	9,440	290	--------	5	295	3	--------	--------	3
Romblon	24	24	25	73	2,317	2,585	507	5,409	45	8	22	75	3	1	1	5
Samar	236	88	32	356	11.216	7,947	781	19,944	1,602	1,222	20	2,844	37	45	2	84
Sorsogon	108	--------	19	127	5,334	73	1,100	6,507	11	--------	10	21	1	--------	--------	1
Sulu	2	--------	12	14	125	104	500	729	--------	--------	--------	--------	--------	--------	1	1
Surigao	139	60	20	219	3,100	2,000	530	5,630	300	30	5	335	6	4	1	11
Tarlac	78	89	30	197	9,776	8,322	1,088	19,186	162	53	--------	215	4	3	--------	7
Tayabas	138	6	30	174	11,587	1,804	611	14,002	368	12	4	384	14	2	--------	16
Union	49	13	27	89	11,553	6,362	1,775	19,690	178	36	11	225	1	--------	--------	1
Zambales	76	4	29	109	6,042	432	437	6,911	86	--------	6	92	2	--------	--------	2
Zamboanga	55	55	16	126	1,956	3,326	561	5,843	30	146	6	182	1	--------	--------	1
Total	4,522	1,387	2,050	7,959	402,247	139,600	57,454	599,301	10,629	3,071	1,568	15,268	1,189	216	35	1,440

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[1] **Central Luzon Agricultural School.**

[2] Philippine School of Arts and Trades.

When compared with statistics for the previous year, the figures in Table 15 show (1) an increase of 116 in the number of school libraries; (2) an increase of 79,411 in the total number of books and pamphlets in school libraries; (3) a decrease of 373 in the number of school-library newspaper subscriptions; (4) an increase of 630 in the number of school-library magazine subscriptions; (5) an increase of 24,774 in the number of teachers and pupils reading school-library books; (6) a decrease of 1,761 in the number of outsiders using school libraries; and (7) an increase of 761 in the number of school libraries open to the people of school communities.

The rate of increase in the number of school libraries was 4 per cent; in the number of books and pamphlets in school libraries, 12 per cent; in the number of school-library magazine subscriptions, 13 per cent; in the number of teachers and pupils using school libraries, 4 per cent; in the number of school libraries open to the people of school communities, 112 per cent.

The rate of decrease in the number of school-library newspaper subscriptions was 14 per cent; in the number of outsiders using school libraries, 10 per cent.

No. 16.—*Agricultural Schools*

A table showing the names and the locations of agricultural schools, the number of teachers, the total annual enrolment, the area of land owned and cultivated, the number of animals, and the value of products at agricultural schools, for the school year 1923–24.

Name and Location of School	Teachers		Total Annual Enrolment	Area of Farm in Hectares		Number of Animals						Value of School Products					Value of Products from Home Projects	Total Value of Products from School and Home Projects
	American	Filipino		Cultivated	Total	Carabaos	Horses	Work Cattle	Other Cattle	Hogs	Poultry	Animals	Vegetables	Field Crops	Fruits	Others		
Aborlan Agricultural School, Aborlan, Palawan	----	8	216	35	199	7	----	3	25	49	233	₱313.91	₱701.93	₱1,497.08	₱84.01	₱925.47	₱231.49	₱3,753.89
Baybay Agricultural School, Baybay, Leyte[1]	----	----	----	----	500	----	----	----	----	----	----	----	----	----	----	----	----	----
Bukidnon Agricultural School, Malaybalay (Managok), Bukidnon	----	10	250	67	724	37	8	23	73	57	504	5,936.17	629.86	7,792.28	1.00	5,016.97	1,200.38	20,576.66
Bunauan Agricultural School, Bunauan, Agusan	----	5	153	19	42	9	----	----	----	24	69	865.90	507.99	3,525.76	368.62	----	----	5,268.27
Camarines Agricultural School, Pili, Camarines Sur	----	5	193	144	452	57	----	----	44	39	533	3,510.86	614.64	2,506.43	640.10	1,156.70	3,841.34	12,270.07
Catarman Agricultural School, Catarman, Samar	2	7	360	75	300	30	----	----	74	69	767	5,547.00	500.00	7,150.00	900.00	2,081.00	11,475.00	27,653.00
Central Luzon Agricultural School, Muñoz, Nueva Ecija	5	17	788	273	657	119	----	3	30	265	926	2,305.71	973.93	56,038.59	272.12	----	2,154.49	61,744.84
Lagangilang Agricultural School, Lagangilang, Abra	----	7	221	101	115	24	----	2	----	21	632	1,106.87	1,603.49	4,700.80	480.00	587.86	3,762.53	12,241.55
Lapak Agricultural School, Siasi, Sulu	----	6	97	45	230	12	----	13	87	----	112	8,074.00	15.25	2,177.13	1,006.24	14.10	----	11,286.72
Lumbatan Agricultural School, Lumbatan, Lanao	----	3	83	25	122	3	----	18	60	----	40	493.00	316.00	954.00	382.00	----	----	2,145.00

Oversized
Foldout

Mampising Agricultural School, Mampising, Davao	----	4	80	9	110	23	----	----	----	17	227	2,916.00	568.15	1,502.35	523.93	----------	----------	5,510.43
Pampanga Agricultural School, Magalan, Pampanga	2	7	169	33	1,410	19	1	11	26	39	470	555.44	960.87	713.80	200.18	498.33	2,416.92	5,345.54
Piang Agricultural School, Kudurungan, Cotabato	----	4	158	34	34	8	----	1	-----	-----	154	169.00	383.17	1,273.74	485.56	----------	----------	2,311.47
Trinidad Agricultural School, Baguio, Mountain Province	4	15	311	57	1,479	20	16	6	64	35	968	6,454.00	19,347.00	3,000.00	15.00	7,413.00	4,200.00	40,429.00
Total	13	98	3,079	917	6,374	368	25	80	483	615	5,635	38,247.86	27,122.28	92,831.96	5,358.76	17,693.43	29,282.15	210,536.44

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[1] The development of this school has been retarded by difficulties incident to getting possession of the land desired.

When compared with statistics for the school year 1922–23, these figures show (1) an increase of 71 in the number of pupils enrolled in agricultural schools; (2) an increase of 17 in the number of teachers in agricultural schools; and (3) an increase of 134 in the total number of hectares cultivated at agricultural schools.

The rate of increase in the number of pupils enrolled in agricultural schools was 2 per cent; in the number of teachers in agricultural schools, 18 per cent; in the number of hectares cultivated, 17 per cent.

An agricultural school is a boarding school located on a large farm where pupils are subsisted in part by the Government.

No. 17.—*Farm Schools*

A table showing the names and the locations of farm schools, the number of teachers, the total annual enrolment, the number of hectares of land owned and cultivated, the number of animals, and the value of products at farm schools, for the school year 1923–24.

Name and Location of School	Number of Teachers	Total Annual Enrolment			Area of Site in Hectares		Number of Animals						Value of School Products						Value of Products from Home Projects	Total Value of Products from School and Home Projects
		Boys	Girls	Total	Cultivated	Total	Carabaos	Horses	Work Cattle	Other Cattle	Hogs	Poultry	Animals	Vegetables	Field Crops	Fruits	Others	Total		
Batac Farm School, Batac, Ilocos Norte	5	141	----	141	14	18	5	----	2	2	1	138	₱427.34	₱467.58	₱1,324.42	₱40.32	₱25.00	₱2,284.66	₱520.00	₱2,804.66
Batangas Farm School, Batangas, Batangas	5	92	----	92	17	17	----	1	4	----	160	900	1,458.00	1,595.00	1,380.00	400.00	1,085.00	5,918.00	4,151.00	10,069.00
Bilar Farm School, Bilar, Bohol	7	45	50	95	14	22	15	----	1	----	10	39	1,839.39	669.74	438.00	150.00	38.00	3,135.13	578.85	3,713.98
Capiz Farm School, Banga, Capiz	5	96	47	143	25	35	6	----		----	17	198	646.65	66.35	2,280.87	51.32	2,890.48	5,935.67	934.31	6,869.98
Catanduanes Farm School, Virac, Albay	3	116	----	116	10	11	1	----	----	----	3	23	185.00	546.19	1,413.74	75.00	63.00	2,282.93	2,773.23	5,056.16
Guinobatan Farm School, Guinobatan, Albay	5	69	64	133	11	11	6	----	----	----	15	300	1,400.00	1,640.00	2,402.50	200.00	50.00	5,692.50	----------	5,692.50
Iba Farm School, Iba, Zambales	6	92	111	203	8	12	14	----	----	----	1	58	1,518.00	1,978.56	777.54	240.40	200.00	4,714.50	2,204.29	6,918.79
Indang Farm School, Indang, Cavite	8	149	64	213	9	9	4	----	2	----	5	158	829.00	359.80	2,882.20	315.70	230.00	4,616.70	3,095.96	7,712.66
Isabela Farm School, Cabagan, Isabela	8	315	165	480	12	21	9	----	1	----	2	467	697.50	589.75	479.25	255.50	447.62	2,469.62	4,118.60	6,588.22
Nueva Vizcaya Farm School, Bayombong, Nueva Vizcaya	7	196	----	196	29	128	22	----	----	5	15	14	670.00	470.00	987.00	350.00	2,500.00	4,977.00	294.80	5,271.80

Odiongan Farm School, Odiongan, Romblon	9	140	63	203	21	40	18	2	----	11	50	619	566.00	410.60	3,109.49	---------	2,141.22	6,227.31	601.47	6,828.78
San Carlos Farm School, San Carlos, Pangasinan	15	320	183	503	11	11	6	----	1	----	13	119	868.22	1,591.45	1,240.39	19.19	3,723.14	7,442.39	7,741.86	15,184.25
Santa Maria Farm School, Santa Maria, Ilocos Sur	9	326	43	369	18	28	14	----	2	----	10	111	350.00	615.20	1,289.70	1.40	----------	2,256.30	1,050.00	3,306.30
Total	92	2,097	790	2,887	199	363	120	3	13	18	302	3,144	11,455.10	11,000.22	20,005.10	2,098.83	13,393.46	57,952.71	28,064.37	86,017.08

When compared with statistics for the school year 1922–23, these figures show (1) a decrease of 8 in the number of teachers in farm schools; (2) a decrease of 111 in the number of pupils enrolled in farm schools; and (3) an increase of 15 in the total number of hectares cultivated at farm schools.

The rate of increase in the number of hectares cultivated in farm schools was 8 per cent.

The rate of decrease in the number of teachers in farm schools was 8 per cent; in the number of pupils enrolled in farm schools, 4 per cent.

A farm school is a day school having facilities for the teaching of practical farming to boys and housekeeping and household arts to girls.

No. 18.—*Settlement*

A table showing the number of settlement farm schools, the number of
and cultivated, the number of animals, and the value of products at set-

Division	Number of Schools	Number of Teachers		Annual Enrolment			Area of Site in Hectares		Number of Animals					
		American	Filipino	Boys	Girls	Total	Cultivated	Total	Carabaos	Horses	Work Cattle	Other Cattle	Hogs	Poultry
Agusan	60	----	99	2,280	1,734	4,014	290	836	16	----	----	----	133	1,260
Antique	1	----	2	39	30	69	4	24	1	----	----	----	----	20
Bukidnon	64	2	119	3,592	2,182	5,774	446	1,316	10	----	30	----	27	165
Cotabato	20	----	51	1,595	570	2,165	96	870	26	1	10	----	----	261
Davao	19	----	36	950	380	1,330	118	730	17	----	14	16	12	627
Ilocos Sur	1	----	4	28	18	46	6	6	3	----	----	----	16	104
Lanao	35	----	57	2,519	454	2,973	259	563	13	----	25	----	----	5
Misamis	9	----	9	337	141	478	27	119	6	----	1	----	7	99
Mountain	4	----	12	301	100	401	30	78	15	----	----	6	27	186
Nueva Ecija	2	----	4	44	18	62	2	60	3	----	----	----	1	64
Nueva Vizcaya	10	----	20	212	73	285	32	204	28	2	----	5	17	141
Occidental Negros	1	----	2	40	23	63	3	3	1	----	2	2	4	----
Rizal	2	----	2	51	38	89	5	44	16	----	----	----	----	10
Samar	7	----	11	279	207	486	22	59	5	----	2	----	29	417
Surigao	9	----	11	256	169	425	43	127	10	----	----	----	3	70
Tarlac	2	----	2	29	22	51	4	6	8	----	----	----	17	102
Zambales	1	----	2	72	24	96	3	500	3	1	3	43	----	34
Zamboanga	25	----	48	1,443	707	2,150	116	502	31	----	6	----	----	108
Total	272	2	491	14,067	6,890	20,957	1,506	6,047	212	4	93	72	293	3,673

When compared with statistics for the school year 1922–23, these figures
that the number of teachers in settlement farm schools remains the same;
schools; (4) an increase of 72 in the total number of hectares cultivated
mated value of production at settlement farm schools.

The rate of increase in the number of settlement farm schools was
per cent.

The rate of decrease in the number of pupils enrolled in settlement
settlement farm schools, 23 per cent.

A settlement farm school was originally a primary school established
them to form permanent settlements in the neighborhood of the school.
not nomadic, but where farming is the chief occupation.

Farm Schools

teachers, the total annual enrolment, the number of hectares of land owned tlement farm schools, for the school year 1923–24.

Value of School Products						Value of Products from Home Projects	Total Value of Products from School and Home Projects
Animals	Vegetables	Field Crops	Fruits	Others	Total		
₱6,693.75	₱5,082.62	₱33,539.37	₱4,400.59	------------	₱49,716.33	------------	₱49,716.33
20.00	20.00	115.00	------------	------------	155.00	------------	155.00
422.45	1,203.69	13,061.64	936.84	------------	15,624.62	₱3,174.00	18,798.62
166.97	1,632.72	11,874.28	2,802.26	₱948.84	17,425.07	------------	17,425.07
1,174.05	4,322.97	11,020.02	4,505.31	1,160.92	22,183.27	------------	22,183.27
384.00	101.28	307.12	40.00	3.10	835.50	------------	835.50
33.00	1,319.00	10,982.00	3,031.00	------------	15,365.00	------------	15,365.00
12.00	142.85	1,561.10	992.95	47.00	2,755.90	670.00	3,425.90
192.50	329.94	2,427.50	301.50	20.00	3,271.44	40.00	3,311.44
480.00	30.00	60.00	20.00	------------	590.00	------------	590.00
2,497.34	681.37	954.01	541.30	508.49	5,182.51	10.00	5,192.51
48.00	28.79	337.60	------------	20.00	434.39	------------	434.39
40.00	62.00	250.00	60.00	6.00	418.00	------------	418.00
472.20	161.86	651.11	236.00	57.35	1,578.52	424.20	2,002.72
154.80	150.98	1,003.83	25.43	------------	1,335.04	622.00	1,957.04
------------	104.74	193.42	------------	------------	298.16	214.77	512.93
2,000.00	50.00	80.00	28.00	11.00	2,169.00	18.00	2,187.00
243.00	1,389.55	10,996.12	2,086.57	------------	13,715.24	45.00	14,760.24
15,034.06	16,814.36	99,414.12	20,007.75	2,782.70	154,052.99	5,217.97	159,270.96

show (1) an increase of 6 in the number of settlement farm schools; (2) (3) a decrease of 487 in the number of pupils enrolled in settlement farm at settlement farm schools; and (5) a decrease of ₱47,117.25 in the esti-

2 per cent; in the total number of hectares cultivated at farm schools, 5

farm schools was 2 per cent; in the estimated value of production at

among people who were more or less nomadic, with the idea of encouraging Now these schools are found in many communities where the people are

No. 19.—*Agricultural Clubs*

A table showing, by divisions and for the Islands, the number of boys' and girls' agricultural clubs, the number of club members with projects, the value of products produced by club members, and other relevant information, for the school year 1923–24.

Division	Number of Boys' and Girls' Agricultural Clubs	Number of Club Members with Projects							Value of Production from Projects of Club Members							Number of Hogs Owned by Club Members	Poultry Owned by Club Members
		Garden	Hog	Poultry	Fruit	Corn	Cooking	Total	Vegetable	Hog	Poultry	Fruit	Field Crops	Cooking	Total		
Abra	6	23	1	16	15		7	62	₱570.73	₱210.00	₱2,623.92	₱50.00	₱644.05	₱70.00	₱4,168.70	19	632
Agusan	1					11		11					36.99		36.99		
Albay	82	244	40	430	20	40	30	804	2,260.70	1,954.12	6,839.40	296.00	1,421.41	354.75	13,126.38	295	11,436
Antique	8			70	29	12		111			1,084.67	203.66	33.00		1,321.33		2,013
Bataan	28	94	19	220	26		85	444	1,339.54	488.44	2,402.16	137.11	150.00	620.71	5,137.96	47	4,590
Batanes	4	138	2	60	14	27	14	255	303.00	50.00	319.00	10.00	40.00	25.00	747.00	2	675
Batangas	46	93	120	130	46	48	55	492	2,001.61	6,716.00	3,399.00	13.00	81.00	360.00	12,570.61	695	3,273
Bohol	23	59	78	169	7			313	1,040.39	1,069.50	2,883.81	279.98	55.26		5,328.94	431	2,052
Bukidnon	20	186	10	46	3	19		264	451.63	57.00	198.70	70.00	665.35		1,442.68	14	302
Bulacan	63	424	2	423	148			997	5,435.52	84.00	3,785.26	1,462.11			10,766.89	6	6,812
Cagayan	77	433	50	452	75		190	1,200	17,606.56	975.50	14,987.25	900.50	250.27	6,896.95	41,617.03	215	6,553
Camarines Norte	49	263	102	153	21			539	1,013.79	2,903.00	2,930.77	1,185.50			8,033.06	267	5,254
Camarines Sur	19	58		181				239	1,333.69		3,680.25				5,013.94		7,192
Capiz	38	282	13	177	204	46	95	817	3,844.58	357.34	3,171.15	4,257.29	160.00	844.41	12,634.77	14	3,832
Cavite	18	38	16	80	148	77	23	382	535.96	895.00	3,449.68	1,981.95	1,060.00	330.00	8,252.59	80	2,586
Cebu	7	15	23	53	8			99	67.15	501.00	577.28	1.40			1,146.83	31	1,154
C. L. A. S.[1]	6	2	2	2				6	39.44	78.00	67.05				184.49	7	135
Cotabato	2		6	17				23		50.00	387.50				437.50	6	231
Ilocos Norte	37	142	75	321	77	22	48	685	3,829.51	2,869.31	17,902.40	991.42	74.00	700.19	26,366.83	169	16,590
Ilocos Sur	31	255	29	165	40		34	523	1,900.09	150.00	3,105.69	150.00	1,219.70	83.50	6,608.98	30	3,454
Iloilo	132	200	146	647	31	56	140	1,220	1,099.05	8,293.50	7,618.78	20.00	516.39	800.17	18,347.89	778	8,399
Isabela	27	681	44	345	38	62	95	1,265	16,981.43	1,425.00	7,878.39	405.00	559.40	243.10	27,492.32	148	7,605
Laguna	27	56		766				822	259.19		13,377.80				13,636.99		9,552
Lanao	1		1					1		480.00					480.00	26	
Leyte	66	114	57	404		8	8	591	554.54	1,201.85	6,479.95		10.00	32.00	8,278.34	266	9,167
Marinduque	8	54		36				90	166.44		268.66				435.10		180
Masbate	89	15	21	203		8		247	244.85	200.00	1,400.13		48.24		1,893.22	31	2,242

Mindoro	25	230	-----	143	8	-----	20	401	1,536.45	-----	720.23	40.00	-----	80.00	2,376.68	-----	1,625
Misamis	24	-----	-----	294	-----	-----	-----	294	-----	-----	7,391.52	-----	-----	-----	7,391.52	-----	7,748
Mountain	278	278	5	17	-----	-----	-----	300	19,347.01	120.00	1,070.85	-----	500.00	-----	21,037.86	35	968
Nueva Ecija	195	2,013	472	2,450	176	118	728	5,957	9,600.49	4,950.37	10,332.16	442.63	646.10	2,377.85	28,349.60	695	15,711
Nueva Vizcaya	45	12	6	37	6	-----	-----	61	20.00	383.60	799.85	154.50	-----	196.00	1,553.95	-----	46
Occidental Negros	41	-----	94	784	-----	-----	-----	878	-----	1,681.96	6,309.13	-----	-----	-----	7,991.09	105	8,774
Oriental Negros	6	34	-----	46	46	-----	-----	126	238.24	-----	214.00	248.00	-----	-----	700.24	-----	600
Palawan	40	83	3	64	26	-----	-----	176	117.42	26.00	829.34	56.00	-----	-----	1,028.76	29	1,764
Pampanga	12	164	13	94	-----	9	-----	280	2,521.19	439.50	1,180.55	-----	1,315.00	-----	5,456.24	40	1,794
Pangasinan	58	58	305	859	111	-----	61	1,394	795.62	12,662.79	19,545.40	3,534.10	-----	1,555.52	38,093.43	1,317	19,529
Philippine Normal School	1	89	-----	-----	-----	-----	-----	89	567.48	-----	-----	-----	-----	-----	567.48	-----	-----
Rizal	23	23	-----	169	-----	6	93	291	169.79	-----	2,408.07	-----	30.00	336.59	2,944.45	-----	3,233
Romblon	62	87	29	360	128	-----	-----	604	699.95	644.00	5,940.50	2,672.05	-----	-----	9,956.50	79	11,081
Samar	75	93	103	585	42	-----	82	905	385.00	4,120.00	2,925.00	420.00	390.00	820.00	9,060.00	412	5,850
Sorsogon	26	-----	-----	-----	291	-----	35	326	-----	-----	-----	-----	-----	175.00	175.00	-----	-----
Tarlac	26	194	37	311	28	-----	-----	570	2,407.92	2,375.80	3,820.00	291.07	127.35	-----	9,022.14	326	4,526
Tayabas	35	24	-----	883	36	-----	396	1,339	608.64	-----	22,392.88	912.96	-----	10,042.56	33,957.04	-----	23,316
Union	39	694	-----	489	188	-----	-----	1,371	5,791.62	-----	6,469.71	695.52	-----	-----	12,956.85	-----	10,767
Zambales	31	109	1	113	6	-----	78	307	2,639.01	60.00	2,729.56	60.00	1,009.02	1,659.38	8,156.97	3	7,067
Zamboanga	13	-----	15	29	-----	-----	-----	44	-----	260.00	943.00	-----	-----	-----	1,203.00	20	1,886
Total	1,970	8,054	1,940	13,293	2,042	569	2,317	28,215	110,325.22	58,732.58	206,840.40	21,941.75	11,042.53	28,603.68	437,486.16	6,638	242,196

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[1] Central Luzon Agricultural School.

No. 19.—*Agricultural Clubs*—Continued

Division	Number of Fruit Trees Cared for by Club Members	Name and Address of the Club Member Receiving the Largest Money Return, Based on Market Value of Products, from His Club Work: Name	Age	Address	Value of Products	Name of Contest in Which Enrolled	Number of Club Members Obtaining a Production Of—: ₱25–₱50	₱50–₱75	₱75–₱100	₱100 or More
Abra	4,661	Juan L. Guzman	17	Langiden, Abra	₱156.50	Poultry raising	29	12	8	4
Agusan		Geronimo Agbo	15	Carmen, Butuan, Agusan	2.70	Corn growing				
Albay	1,147	Paulino Jarme	14	Tabaco, Albay	255.20	Poultry raising	248	104	85	38
Antique		Jose Abiera	14	Dao, Antique	30.54	Poultry raising	6			
Bataan	542	Hermogenes Rivera	15	Hermosa, Bataan	96.12	Poultry raising	29	4	1	
Batanes	48	Jose Dorado	17	Sabtang, Batanes	30.00	Poultry raising	20			
Batangas	3,241	Pedro Zara	18	Batangas Farm School, Batangas	260.00	Pig raising	128	58	11	13
Bohol	677	Delfin Gondaya	19	Mabini, Bohol	185.00	Poultry raising	40	3	1	2
Bukidnon	692	Ruperto Ami	16	Malaybalay, Bukidnon	138.45	Poultry raising				1
Bulacan	2,169	Leon Santos	18	Hagonoy, Bulacan	185.09	Poultry raising	78	7		1
Cagayan	897	Romualdo Battung	16	Solana, Cagayan	77.25	Pig raising	104	29	5	
Camarines Norte	1,790	Aquilino Ochoa	14	Indan, Camarines Norte	85.00	Pig raising	29	8	1	
Camarines Sur		Crispin Famor	25	Lagonoy, Camarines Sur	61.75	Poultry raising	65	11		
Capiz	4,876	Plaridel Pamatian	10	Makato, Capiz	84.75	Poultry raising	253	23	5	
Cavite	10,328	Isidoro Torres	28	Indang, Cavite	250.00	Field crops	43	14	10	6
Cebu	650	Pablo Alicante	18	San Fernando, Cebu	76.20	Poultry raising	13		1	
C. L. A. S.[1]		Elpidio Mina	14	San Jose, Nueva Ecija	48.05	Poultry raising	6			
Cotabato		Ramon Abad	11	Ladtingan, Cotabato	140.00	Poultry raising	5			1
Ilocos Norte	3,898	Ricardo Tamayo	12	Laoag, Ilocos Norte	150.00	Poultry raising	268	45	9	7
Ilocos Sur	629	Carlos Udarbe	21	Magsingal, Ilocos Sur	55.04	Vegetable growing	39	1		
Iloilo	1,494	Teodorico Haresco	8	La Paz, Iloilo	375.00	Pig raising	169	48	40	37
Isabela	365	Pastor Canbia	17	Echague, Isabela	156.10	Poultry raising	216	59	20	6
Laguna		Ramon Lucido	16	Nagcarlan, Laguna	105.00	Poultry raising	199	47	4	1
Lanao		Ramon Abragan	13	Iligan, Lanao	112.00	Pig raising	2	2	1	1
Leyte	169	Florentino Castañares	21	Pintuyan, Leyte	108.10	Poultry raising	71	5		1
Marinduque		Ciriaco Mansalapus	16	Mogpog, Marinduque	58.00	Poultry raising	1	1		
Masbate	47	Johnny Chaves	10	Masbate, Masbate	64.00	Poultry raising	24	2		
Mindoro	350	Felix Valencia	14	Naujan, Mindoro	106.00	Poultry raising	250	100	40	11
Misamis		Paterno Fuentes	14	Cagayan, Misamis	125.00	Poultry raising	125	16	3	1
Mountain	123	Mariano Pucay	25	La Trinidad Agricultural School, Benguet, Mountain Province	3,418.79	Gardening	6	4		30
Nueva Ecija	771	Mariano Chua	12	Santa Rosa, Nueva Ecija	134.00	Gardening	535	80	10	1

Nueva Vizcaya	1,345	Juan Gawan	16	Bayombong, Nueva Vizcaya	122.00	Poultry raising	9	4	4	2
Occidental Negros		Antonio Ditching	16	Victorias, Occidental Negros	150.00	Poultry raising	121	19	4	1
Oriental Negros	641	Santos Aba	19	Guijulngan, Oriental Negros	40.68	Poultry raising	7			
Palawan	197	Ramon Torres	12	Cuyo, Palawan	58.64	Poultry raising	12	2		
Pampanga		Anastacio Manuntag	25	Pampanga Agricultural School, Magalan, Pampanga	301.00	Field crops	45	8		2
Pangasinan	8,508	Guillermo Tuason	12	Lingayen, Pangasinan	240.15	Pig raising	437	101	29	15
Philippine Normal School		Deogracias Macam	25	99 Muralla, Manila	27.90	Vegetable growing	1			
Rizal		Luis Gutierrez	12	Flores, Malabon, Rizal	250.00	Poultry raising	29	11		1
Romblon	1,800	Manuel Fortuna	14	Odiongan, Romblon	85.00	Gardening	65	20	6	
Samar	1,087	Ramon Aguilar	11	Oquendo, Samar	288.00	Poultry raising	116	10	9	3
Sorsogon	5,500	Pastora Deguia	15	Juban, Sorsogon	18.90	Loom weaving				
Tarlac	730	Augusto Ramos	15	Paniqui, Tarlac	470.60	Pig raising	137	31	2	6
Tayabas		Manuel A. Florido	10	Lucena, Tayabas	68.00	Poultry raising	1,302	16		
Union	4,793	Aguedo Bautista	16	Aringay, Union	74.90	Poultry raising	159	9		
Zambales	2,547	Mariano Fontillas	17	San Narciso, Zambales	100.00	Vegetable growing	86	19	2	
Zamboanga		Salasa Sibag	14	Tawagan, Labangan	45.00	Poultry raising	15			
Total	66,712				9,470.40		5,542	933	311	192

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1 Central Luzon Agricultural School.

When compared with statistics for the school year 1922–23, the figures in Table 19 show (1) a decrease of 541 in the number of agricultural clubs; (2) an increase of 4,336 in the number of club members; (3) an increase of ₱55,761.93 in the estimated value of agricultural-club products; (4) increases in the number of pupils enrolled in all contests except fruit growing and corn growing; and (5) increases in the value of production in all contests except fruit growing and field crops.

The rate of increase in the number of club members was 18 per cent; in the estimated value of agricultural-club products, 15 per cent.

The rate of decrease in the number of agricultural clubs was 22 per cent.

No. 20.—*School and Home Gardens*

A table showing, for the school year 1923–24, by divisions and for the Islands, the number of school and home gardens, the number of schools with improved grounds, and the number of grounds with permanent fences constructed of wire with concrete or strong wooden posts.

Division	Gardens																	Grounds	
	Number of Schools with School Gardens			Number of Pupils with Home Gardens			Estimated Area (in Hectares) Cultivated by Pupils (in both School and Home Gardens)	Estimated Market Value of Products Raised (in both School and Home Gardens)	Number of Pupils Taking Vegetable Gardening									Number of Schools with Improved Grounds	Number of Grounds with Permanent Fences (Fences Constructed of Wire with Concrete or Strong Wooden Posts)
									Primary			Intermediate							
	Primary	Intermediate	Total	Primary	Intermediate	Total			Boys	Girls	Total	Boys	Girls	Total	Grand Total				
Abra	74	7	81	1,000	233	1,233	117	₱5,597.31	1,298	74	1,372	292	------	292	1,664			41	7
Agusan	19	3	22	210	70	280	6	3,670.29	462	17	479	90	------	90	569			45	7
Albay	175	18	193	4,873	725	5,598	40	20,977.78	4,984	-------	4,984	695	------	695	5,679			134	36
Antique	88	13	101	4,722	1,078	5,800	106	7,423.69	2,901	1,523	4,424	741	337	1,078	5,502			78	------------
Bataan	31	9	40	610	176	786	8	7,959.00	610	-------	610	176	------	176	786			26	4
Batanes	7	4	11	121	98	219	12	893.00	121	-------	121	98	------	98	219			5	2
Batangas	147	21	168	5,307	639	5,946	45	21,207.41	4,830	-------	4,830	517	------	517	5,347			117	23
Bohol	248	30	278	4,735	831	5,566	71	31,466.29	4,829	-------	4,829	865	------	865	5,694			197	7
Bukidnon	61	5	66	1,716	190	1,906	4	2,333.55	-------	1,856	1,856	137	------	137	1,993			54	35
Bulacan	152	20	172	2,348	732	3,080	29	19,609.30	2,909	-------	2,909	734	------	734	3,643			116	33
Cagayan	168	35	203	8,186	1,423	9,609	148	64,525.76	4,181	-------	4,181	794	------	794	4,975			156	7
Camarines Norte	33	5	38	1,349	163	1,512	16	10,249.15	504	-------	504	40	------	40	544			28	3
Camarines Sur	137	16	153	4,985	355	5,340	34	26,138.89	4,985	-------	4,985	452	------	452	5,437			98	3
Capiz	183	35	218	2,918	565	3,483	91	33,369.23	2,918	-------	2,918	565	------	565	3,483			130	13
Cavite	47	13	60	658	225	883	35	10,039.12	1,898	-------	1,898	546	------	546	2,444			43	17
Cebu	320	55	375	10,133	1,852	11,985	141	26,840.87	10,562	259	10,821	1,818	------	1,818	12,639			177	21
C. L. A. S.[1]	-------	1	1	---------	2	2	1	313.37	-------	-------	-------	61	------	61	61			1	1
Cotabato	95	3	98	1,386	31	1,417	38	19,765.00	2,775	-------	2,775	72	------	72	2,847			46	7
Davao	72	6	78	751	79	830	43	11,454.80	2,078	89	2,167	119	------	119	2,286			21	6
Ilocos Norte	183	22	205	2,816	406	3,222	46	21,928.45	2,908	-------	2,908	477	------	477	3,385			159	13

Ilocos Sur	191	26	217	3,328	565	3,893	60	26,916.92	3,291	------	3,291	775	------	775	4,066	170	12
Iloilo	270	37	307	10,173	1,292	11,465	85	36,501.63	10,173	------	10,173	1,517	------	1,517	11,690	211	26
Isabela	97	13	110	2,978	718	3,696	18	36,308.09	2,978	------	2,978	718	------	718	3,696	75	17
Laguna	87	21	108	3,302	689	3,991	28	10,189.68	3,296	------	3,236	863	------	863	4,099	60	32
Lanao	31	7	38	211	48	259	19	7,053.00	723	103	826	162	------	162	988	69	26
Leyte	330	26	356	4,122	617	4,739	111	22,223.81	4,225	------	4,225	617	------	617	4,842	250	65
Manila	10	5	15	106	185	291	1	2,700.00	983	------	983	820	------	820	1,803	14	8
Marinduque	52	5	57	1,112	164	1,276	5	1,242.71	897	5	902	149	------	149	1,051	22	4
Masbate	46	6	52	1,089	131	1,220	3	2,661.20	1,089	------	1,089	131	------	131	1,220	14	6
Mindoro	74	16	90	3,316	744	4,060	63	3,469.69	3,292	24	3,316	729	15	744	4,060	39	9
Misamis	151	14	165	3,613	395	4,008	72	16,657.01	3,626	87	3,713	393	------	393	4,106	74	14
Mountain	132	13	145	1,714	162	1,876	188	12,825.57	4,385	420	4,805	309	2	311	5,116	200	14
Nueva Ecija	171	30	201	2,177	479	2,656	134	24,441.42	4,053	------	4,053	926	------	926	4,979	137	16
Nueva Vizcaya	27	6	33	427	126	553	195	4,143.00	563	57	620	187	5	192	812	18	15
Occidental Negros	122	27	149	4,776	1,422	6,198	85	13,268.47	4,692	217	4,909	1,350	53	1,403	6,312	77	33
Oriental Negros	90	20	110	2,614	443	3,057	41	10,364.24	2,588	164	2,752	471	•20	491	3,243	42	7
Palawan	128	11	139	2,097	250	2,347	62	3,753.56	2,463	104	2,567	322	------	322	2,889	64	7
Pampanga	122	21	143	3,059	701	3,760	54	17,138.07	3,611	------	3,611	790	------	790	4,401	71	39
Pangasinan	360	43	403	10,211	1,958	12,169	167	89,403.33	10,211	------	10,211	1,958	------	1,958	12,169	251	34
Philippine Normal School	------	2	2	------	25	25	1	768.84	------	------	------	169	------	169	169	1	1
Rizal	58	26	84	1,050	413	1,463	29	5,078.20	1,798	------	1,798	840	------	840	2,638	37	21
Romblon	52	7	59	1,110	250	1,360	25	6,509.65	1,110	------	1,110	250	------	250	1,360	43	5
Samar	223	19	242	5,283	571	5,854	82	24,597.00	4,970	325	5,295	564	7	571	5,866	162	54
Sorsogon	110	13	123	2,764	407	3,171	15	11,940.50	2,764	------	2,764	407	------	407	3,171	91	26
Sulu	49	3	52	794	40	834	15	629.65	2,026	------	2,026	7	------	7	2,033	24	14
Surigao	48	4	52	1,078	83	1,161	15	630.09	1,388	------	1,388	86	------	86	1,474	37	2
Tarlac	132	16	148	2,757	972	3,729	46	54,829.22	2,747	29	2,776	972	------	972	3,748	95	43
Tayabas	152	27	179	5,581	1,930	7,511	36	46,028.52	5,581	------	5,581	1,930	------	1,930	7,511	12	6
Union	98	16	114	5,861	1,003	6,864	100	39,755.70	5,925	------	5,925	1,016	------	1,016	6,941	90	40
Zambales	59	13	72	5,097	1,342	6,439	35	16,270.89	3,233	1,864	5,097	901	441	1,342	6,439	67	8
Zamboanga	66	9	75	996	237	1,233	30	4,137.44	1,590	10	1,600	388	------	388	1,988	86	30
Total	5,778	823	6,601	151,620	28,235	179,855	2,851	898,199.26	155,964	7,227	163,191	30,006	880	30,886	194,077	4,275	879

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[1] Central Luzon Agricultural School.

When compared with statistics for the school year 1922–23, these figures show (1) an increase of 71 in the number of school gardens; (2) an increase of 14,939 in the number of pupils having home gardens; and (3) an increase of 438 hectares in the total estimated area of all gardens cultivated by pupils.

The rate of increase in the number of school gardens was 1 per cent; in the number of pupils having home gardens, 9 per cent; in the area of all gardens cultivated by pupils, 18 per cent.

No. 21.—*Garden-Day Celebrations*

A table showing, by divisions and for the Islands, the number of garden-day celebrations during the school year 1923–24.

Division	Number of Garden-Day Celebrations Held	Number of Pupils Exhibiting Products	Number of Farmers Exhibiting Products	Number of Garden-Day Celebrations at Which Other Bureaus, Organizations, or Firms Were Represented with Booths			
				Bureau of Agriculture	Bureau of Forestry	Bureau of Health	Others
Abra	17	1,664	479	--------	2	1	2
Agusan	45	2,274	916	--------	--------	--------	--------
Albay	18	2,536	969	--------	--------	--------	--------
Antique	13	6,009	541	--------	--------	1	16
Bataan	7	799	284	--------	--------	2	1
Batanes	6	876	70	--------	--------	1	--------
Batangas	29	7,364	486	--------	--------	4	--------
Bohol	38	7,371	6,732	2	--------	10	6
Bukidnon	7	1,836	305	--------	--------	--------	--------
Bulacan	18	11,091	289	3	--------	6	2
Cagayan	26	10,567	793	3	2	3	34
Camarines Norte	9	3,124	51	--------	--------	1	5
Camarines Sur	31	10,314	289	1	--------	6	7
Capiz	61	11,760	769	--------	--------	2	--------
Cavite	29	4,834	270	--------	--------	2	1
Cebu	62	25,090	1,116	--------	--------	6	10
Cotabato	45	3,014	219	--------	--------	2	--------
Davao	22	2,201	771	--------	--------	--------	1
Ilocos Norte	19	5,500	350	--------	--------	--------	--------
Ilocos Sur	41	11,102	2,062	--------	--------	2	38
Iloilo	37	17,199	861	--------	--------	8	17
Isabela	14	3,911	31	--------	--------	--------	--------
Laguna	28	11,719	1,707	--------	--------	1	--------
Lanao	13	1,510	42	--------	--------	--------	1
Leyte	165	20,602	1,108	1	4	8	--------
Marinduque	5	1,662	122	--------	--------	--------	--------
Masbate	37	5,246	578	--------	--------	--------	--------
Mindoro	16	3,474	290	--------	--------	1	3
Misamis	20	5,901	798	--------	--------	3	--------
Mountain	28	5,221	1,549	1	--------	7	4
Nueva Ecija	28	12,217	142	2	--------	7	--------
Nueva Vizcaya	2	604	50	--------	--------	--------	1
Occidental Negros	44	20,837	178	--------	--------	5	6
Oriental Negros	25	8,635	468	--------	--------	2	10
Palawan	21	2,250	619	--------	--------	1	7
Pampanga	26	4,583	18	--------	--------	2	3
Pangasinan	109	32,964	982	9	--------	13	36
Philippine Normal School	1	142	--------	--------	--------	--------	--------
Rizal	26	6,561	345	--------	--------	1	2
Romblon	39	2,957	1,234	--------	--------	--------	--------
Samar	28	5,995	341	--------	--------	2	--------
Sorsogon	16	12,457	905	--------	--------	1	4
Sulu	4	170	28	2	--------	--------	--------
Tarlac	45	6,081	93	--------	--------	1	1
Tayabas	28	26,020	23,010	2	4	6	1
Union	16	10,999	1,056	2	--------	2	9
Zambales	11	4,273	1,258	2	1	4	8
Zamboanga	19	3,230	678	1	1	--------	--------
Total	1,394	366,546	56,252	31	14	124	236

When compared with statistics for the school year 1922–23, these figures show (1) a decrease of 140, or 9 per cent, in the number of garden-day celebrations; (2) an increase of 15,823, or 5 per cent, in the number of pupils exhibiting products at garden-day celebrations; and (3) an increase of 17,138 or 44 per cent, in the number of farmers exhibiting products at garden-day celebrations.

No. 22.—*Nurseries*

A table showing, by divisions and for the Islands, the number of trees and plants in school nurseries, and the number distributed during the school year 1923–24.

Division	Nurseries										
	Number of Schools with Nurseries				Number of Fruit Trees Distributed to People of Communities	Number of Other Trees Distributed to People of Communities	Number of Ornamental Plants Distributed to People of Communities	Number of Fruit Trees Planted by Pupils at Their Homes	Number of Other Trees Planted by Pupils at Their Homes	Number of Ornamental Plants Set out by Pupils at Their Homes	Number of All Kinds of Trees in Nurseries at End of School Year
	Primary	Intermediate	Secondary	Total							
Abra	19	7	1	27	3,642	810	813	1,558	957	472	2,526
Agusan	45	4	----	49	898	161	42	2,162	969	664	2,994
Albay	63	13	----	76	6,254	2,282	4,983	17,948	8,587	7,334	4,322
Antique	12	11	----	23	1,980	223	238	6,799	5,226	1,101	775
Bataan	31	9	----	40	782	70	269	5,071	669	1,574	2,447
Batanes	1	1	----	2	-------	-------	-------	30	292	152	474
Batangas	66	15	----	81	2,722	2,330	7,405	5,895	1,391	4,973	14,016
Bohol	227	30	1	258	11,297	4,287	8,314	43,225	16,111	20,053	8,307
Bukidnon	50	4	1	55	1,611	225	157	4,061	8,221	-------	14,801
Bulacan	30	13	----	43	1,039	295	1,185	10,285	4,428	2,792	758
Cagayan	15	10	1	26	1,756	2,105	568	6,819	3,255	768	508
Camarines Norte	14	4	----	18	30	5	20	11,152	3,518	2,409	27
Camarines Sur	15	6	2	23	995	182	272	8,265	2,223	4,027	1,061
Capiz	114	31	1	146	17,784	5,379	17,463	33,681	6,342	21,180	10,002
Cavite	20	8	1	29	6,939	11,962	910	27,079	2,990	5,048	11,989
Cebu	128	35	----	163	9,021	3,094	3,097	29,060	19,786	22,281	4,735
C. L. A. S.[1]	------	----	1	1	65	66	369	252	128	324	451
Cotabato	22	3	1	26	7,941	744	4,273	7,604	475	20,296	534
Davao	------	2	----	2	750	-------	259	2,002	670	184	2,648
Ilocos Norte	148	17	----	165	13,804	5,286	5,596	14,014	7,226	7,937	5,894
Ilocos Sur	156	25	1	182	5,150	1,796	935	22,527	5,954	3,168	8,527
Iloilo	30	12	----	42	736	240	739	16,700	5,345	6,628	3,209
Isabela	29	12	1	42	1,301	162	460	9,239	445	417	1,239
Laguna	6	5	----	11	15	-------	350	4,538	344	958	944
Lanao	14	2	----	16	4,049	821	1,253	597	449	587	418
Leyte	144	23	----	167	8,702	4,092	3,724	31,800	17,866	18,849	7,978
Manila	------	----	----	------	-------	-------	-------	252	250	211	-------
Masbate	22	5	----	27	804	338	300	5,048	691	2,428	877
Mindoro	39	15	----	54	3,363	542	3,069	19,748	14,719	2,810	1,801
Misamis	39	8	----	47	195	171	181	2,775	907	1,063	885
Mountain	62	4	1	67	5,491	853	351	4,287	1,233	389	33,032
Nueva Ecija	140	26	----	166	9,882	2,860	9,253	20,302	7,166	18,756	1,231
Nueva Vizcaya	16	6	----	22	280	60	69	1,756	623	917	899
Occidental Negros	21	13	----	34	2,189	148	1,626	14,286	10,444	5,415	736
Oriental Negros	39	15	----	54	883	174	114	6,714	2,102	2,834	1,102
Palawan	27	4	----	31	461	104	417	4,319	975	1,166	1,954
Pampanga	59	10	1	70	2,412	252	8,780	7,468	1,472	7,164	1,249
Pangasinan	195	39	----	234	14,512	5,578	5,539	52,481	16,002	15,138	5,737
Philippine Normal School	------	1	1	2	38	5	30	152	12	35	102
Rizal	13	11	----	24	66	770	894	5,949	3,505	2,542	2,057
Romblon	15	7	1	23	845	389	558	4,079	402	541	2,485
Samar	157	19	1	177	3,265	1,350	1,925	16,332	3,200	7,634	4,244
Sorsogon	45	13	----	58	826	537	771	5,500	673	442	1,723
Sulu	------	1	----	1	230	-------	800	1,222	184	25	1,300
Surigao	10	3	----	13	5	-------	-------	469	124	158	-------
Tarlac	73	12	----	85	2,577	1,236	1,009	9,122	4,123	4,023	3,190
Tayabas	15	15	----	30	2,834	4,840	863	30,963	13,968	988	15,683
Union	62	15	----	77	9,051	978	1,781	41,296	5,102	2,208	4,789
Zambales	59	14	1	74	2,047	310	288	28,868	2,736	3,427	5,966
Zamboanga	21	2	----	23	983	678	3,864	1,033	339	820	268
Total	2,528	560	18	3,106	172,502	68,790	106,176	606,784	214,819	235,310	202,894

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[1] Central Luzon Agricultural School.

When compared with statistics for the school year 1922-23, these figures show (1) an increase of 60, or 2 per cent, in the total number of school nurseries; (2) an increase of 34,696, or 11 per cent, in the total number of trees and plants distributed by school nurseries; (3) an increase of 13,724, or 1 per cent, in the total number of trees and plants set out by pupils at their homes, and (4) an increase of 3,982, or 2 per cent, in the total number of trees in school nurseries at the end of the school year.

No. 23.—*Industrial Enrolment and Production*

A table showing, by divisions and for the Islands, the number of pupils and the estimated value of production in industrial classes of commercial consequence during the school year 1923–24.

Division	Embroidery				Lace				Basketry			
	Number of Pupils			Estimated Value of Production	Number of Pupils			Estimated Value of Production	Number of Pupils			Estimated Value of Production
	Primary	Intermediate	Secondary		Primary	Intermediate	Secondary		Primary	Intermediate	Secondary	
Abra	590	418	32	₱1,576.99					454	360	10	₱2,423.77
Agusan	590	243		800.47					97	25		208.75
Albay					1,726	1,222	114	₱7,319.82	3,917	698		4,974.35
Antique	954	681		2,518.58		151		364.00	998	258		1,275.66
Bataan	737	344		744.51					638	305		2,705.00
Batanes	57	69		317.65	16	70		512.35	61	42		156.65
Batangas	1,256	663		2,742.84	992	474	37	3,330.14	1,269	774		1,786.05
Bohol	4,029	1,657	115	7,949.26	20	87		128.87	1,525	1,011		6,454.71
Bukidnon					10	134		476.74				
Bulacan	2,536	1,165		7,669.12					3,170	690		5,308.92
Cagayan	399	555	58	8,315.50	452	689	44	9,728.75	3,524	781		26,692.45
Camarines Norte	178	181		1,063.76	298	120		708.16	261	132		1,290.40
Camarines Sur	464	347		1,226.72	1,288	462		3,201.99	433	494		2,685.80
Capiz	2,390	1,302	53	6,432.37					1,468	580	36	3,328,66
Cavite	1,931	961		5,427.40	53	38		67.08	2,379	552		3,692.20
Cebu	4,800	1,926	127	5,958.79	1,260	664		1,395.65	3,914	2,074	66	9,300.17
C. L. A. S.[1]		3		73.30		11		127.10				
Cotabato					74	57		196.28	101	52		225.80
Davao	119	97		199.72	62	10		51.75	93	45		84.52
Ilocos Norte	928	644	47	5,145.35	946	811	83	5,607.13	1,406	1,066		7,957.27
Ilocos Sur	2,642	1,501	207	5,521.74	433	248		936.91	2,745	793	32	4,327.01
Iloilo	5,507	3,297	187	9,827.46	80			35.00	2,659	1,590	14	8,736.54
Isabela					1,618	890		2,929.21	236			158.03
Laguna	3,166	1,721	40	2,966.96					3,551	389		2,805.56
Lanao	175	112		213.00	25			29.00				
Leyte	979	591	67	3,922.76	4,556	1,769	86	13,198.22	13,184	559		15,417.10
Manila	5,603	4,899		5,251.00	400	331		488.45	2,741	5,106		7,398.12
Marinduque	131	329		670.83	287	179		430.51	405	214		714.30
Masbate		91		107.22	506	163		714.78	409	173		1,674.87
Mindoro	758	309		738.87					73	232	14	358.57

Misamis	2,782	990		5,555.83		1		5.60	285	211		1,083.75
Mountain	4	7		54.00	22	164		548.62	791	111	38	758.95
Nueva Ecija	371	287		2,131.35	3,388	1,433		9,929.75	3,539	807		10,496.60
Nueva Vizcaya		162	48	196.11					383		62	127.14
Occidental Negros	4,217	1,959		7,703.20	157	284		1,014.05	3,059	74		5,028.80
Oriental Negros	1,497	573	83	2,448.97	554	380	52	1,214.51	857	519		1,835.09
Palawan	50	74		250.02	182	119		317.45	435	52		623.43
Pampanga	1,392	572	82	1,833.40	620	325		1,033.86	1,107	588		2,770.30
Pangasinan	4,900	3,927	358	37,865.34	2,522		27	5,291.92	4,814	1,787	395	14,075.02
Philippine Normal School	135	123	206	944.01			29	78.58	143	88	145	529.20
P. S. A. T.[2]												
Rizal	2,861	1,231		3,191.65					4,809	739		4,604.84
Romblon	190	223		2,271.83	280	113		801.85	355	95		1,620.15
Samar	120	773	78	2,913.00	2,293	476		6,384.20	1,857	463		4,988.00
Sorsogon	1,218	538		2,455.20	1,022	464		3,308.20	526	373		3,853.60
Sulu		29		40.50	5			6.20	691			530.55
Surigao	849	229		452.83	135	9		78.23	652	70		719.46
Tarlac	1,087	1,015	99	6,578.50					745	686	35	3,018.72
Tayabas	978	545		2,558.64	1,400	737		4,178.52	3,044	607		15,918.36
Union	2,840	1,723		4,416.94					784	646		3,173.22
Zambales	1,232	555		2,651.71					945	343		2,330.17
Zamboanga	109	74	3	325.41	365	289	7	563.11	485	221		727.56
Total	67,751	39,715	1,890	174,220.61	28,047	13,374	479	86,732.54	82,017	27,475	847	200,954.14

[1] Central Luzon Agricultural School.

[2] Philippine School of Arts and Trades.

No. 23.—*Industrial Enrolment and Production*—Continued

Division	Municipal Shops				Provincial Trade Schools or Provincial School Shops			Miscellaneous				Total	
	Number of Pupils			Estimated Value of Production	Number of Pupils		Estimated Value of Production	Number of Pupils			Estimated Value of Production	Enrol-ment	Estimated Value of Production
	Primary	Interme-diate	Second-ary		Interme-diate	Second-ary		Primary	Interme-diate	Second-ary			
Abra		11		₱672.55				996	46		₱610.81	2,917	₱5,284.12
Agusan								750	199		2,595.85	1,904	3,605.07
Albay					149		₱15,133.56	55	99		560.00	7,980	27,987.73
Antique		84		257.02	72		1,777.49	2,699	256		1,347.94	6,153	7,540.69
Bataan		82		658.00				920				3,026	4,107.51
Batanes					43		1,350.00	116	13		160.15	487	2,496.80
Batangas		496		2,481.92	103	61	11,208.67	4,078	212		2,905.43	10,415	24,455.05
Bohol		559		3,423.71	140		9,799.86	4,089	102		2,513.03	13,334	30,269.44
Bukidnon												144	476.74
Bulacan		487		2,278.39	83		9,857.80	1,631	38		4,554.19	9,800	29,668.42
Cagayan		79		833.10	87		5,277.37	3,042	180		9,696.43	9,890	60,543.60
Camarines Norte								18	80		1,381.50	1,268	4,443.82
Camarines Sur					118		6,331.17	127	400		2,795.05	4,133	16,240.73
Capiz		290	26	4,988.24	110		14,000.00	2,951	371	6	3,553.03	9,583	32,302.30
Cavite		102		648.00	196		2,222.60	3,028	106		876.09	9,346	12,933.37
Cebu		402		1,275.80	130		22,060.60	949	146		1,356.15	16,458	41,347.16
C. L. A. S. [1]												14	200.40
Cotabato								532	38		740.24	854	1,162.32
Davao		100		853.00				504	53		766.78	1,083	1,955.77
Ilocos Norte		317		3,734.49	80	18	2,484.67	3,221	245	43	4,529.93	9,855	29,458.84
Ilocos Sur		664	24	1,791.70	88		4,763.82	5,025	230	32	4,859.57	14,664	22,200.75
Iloilo		488		4,202.06	121		10,897.51	6,559	119		906.20	20,621	34,604.77
Isabela					108		3,623.49	694	45		640.30	3,591	7,351.03
Laguna		956		4,567.51	27		1,228.12	158			169.44	10,008	11,737.59
Lanao		45		450.00				178	134		1,760.00	669	2,452.00
Leyte		520		12,595.27	249	77	26,676.93	4,523	758		12,191.73	27,918	84,002.01
Manila	120	1,321						12,120				32,641	13,137.57
Marinduque		241		1,705.94				1,907	92		1,033.54	3,785	4,555.12
Masbate		96		279.20				1,510	10		821.41	2,958	3,597.48
Mindoro		32		475.00				1,103	137		1,230.59	2,658	2,803.03
Misamis		149		2,853.23				2,491	287		10,926.76	7,196	20,425.17
Mountain	30	93	22	1,290.40	5	4	283.29	540	168		1,962.32	1,999	4,897.58
Nueva Ecija	3	399		4,118.88	46		3,345.33	3,192	53		3,884.87	13,518	33,906.78

Nueva Vizcaya	--------	75	--------	769.30	--------	--------	--------	285	122	34	1,154.11	1,171	2,246.66
Occidental Negros	17	443	--------	4,876.00	--------	--------	--------	2,886	283	--------	2,193.84	13,379	20,815.89
Oriental Negros	--------	17	--------	60.00	68	--------	4,719.20	2,694	242	68	2,221.90	7,604	12,499.67
Palawan	--------	23	--------	408.40	105	--------	1,244.00	1,373	61	--------	1,111.30	2,474	3,954.60
Pampanga	--------	459	22	1,447.76	270	88	16,428.85	1,933	229	--------	944.47	7,687	24,458.64
Pangasinan	--------	1,790	--------	26,426.27	234	45	13,378.96	20,635	1,306	538	38,656.19	43,278	135,693.70
Philippine Normal School	--------	--------	--------	--------	--------	--------	--------	80	44	--------	62.00	993	1,613.79
P. S. A. T. [2]	--------	--------	--------	--------	74	575	35,241.32	--------	--------	--------	--------	649	35,241.32
Rizal	--------	301	--------	872.90	--------	--------	--------	4,147	151	--------	1,409.70	14,239	10,079.09
Romblon	--------	25	12	6,864.96	--------	--------	--------	1,297	179	--------	2,511.22	2,769	14,070.01
Samar	--------	323	--------	3,876.00	100	44	7,624.80	3,730	90	--------	6,628.55	10,347	32,414.55
Sorsogon	--------	300	--------	1,500.00	--------	--------	--------	5,721	104	--------	4,667.00	10,266	15,784.00
Sulu	--------	79	--------	392.60	--------	--------	--------	327	--------	--------	625.24	1,131	1,595.09
Surigao	--------	138	--------	1,826.34	--------	--------	--------	1,553	162	--------	2,684.72	3,797	5,761.58
Tarlac	--------	165	--------	1,702.36	24	31	3,852.15	1,919	86	70	1,462.79	5,962	16,614.52
Tayabas	--------	112	--------	908.44	184	--------	8,549.52	5,321	566	--------	35,295.11	13,494	67,409.59
Union	--------	375	--------	441.01	55	58	6,365.69	895	129	--------	979.75	7,505	15,376.61
Zambales	--------	61	--------	802.70	120	--------	1,403.32	883	32	--------	801.85	4,171	7,989.75
Zamboanga	--------	--------	--------	--------	132	--------	15,395.09	158	45	26	236.18	1,914	17,247.35
Total	170	12,699	106	109,609.45	3,321	1,001	266,525.18	125,543	8,448	817	184,975.25	413,700	1,023,017.17

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[1] Central Luzon Agricultural School.

[2] Philippine School of Arts and Trades.

When compared with statistics for the school year 1922-23, the figures in Table 23 show (1) an increase of 10,460 or 11 per cent, in the number of pupils taking embroidery; (2) an increase of ₱10,707.25 or 7 per cent, in the estimated value of production in embroidery; (3) an increase of 6,071 or 17 per cent, in the number of pupils taking lace making; (4) an increase of ₱17,448.78 or 25 per cent, in the estimated value of production in lace making; (5) an increase of 3,274 or 3 per cent, in the number of pupils taking basketry; (6) a decrease of ₱17,025.34 or 8 per cent, in the estimated value of production in basketry; (7) an increase of 1,439 or 12 per cent, in the number of pupils enrolled in municipal shops; (8) a decrease of ₱1,436.89 or 1 per cent, in the estimated value of the output of the municipal shops; (9) a decrease of 10 or 0.2 per cent, in the number of pupils enrolled in provincial trade schools and provincial-school shops; and (10) an increase of ₱8,383.80 or 3 per cent, in the value of output of provincial trade schools and provincial-school shops.

No. 24.—*Voluntary Contributions*

A table showing, by divisions and for the Islands, the details of voluntary contributions for public-school purposes, school year 1923–24.

Division	Form and Amount of Donation						Amount Devoted To—					
	Money	Materials	Labor	Land	Miscellaneous	Total	Salaries	Buildings and Grounds	Libraries	Athletics	Miscellaneous	Balance on Hand
Pangasinan	₱124,755.77	₱28,306.25	₱15,177.71	₱10,842.02	₱2,014.18	₱181,095.93	₱2,130.65	₱87,370.48	₱8,765.92	₱17,771.54	₱6,314.11	₱58,743.23
Leyte	9,998.22	58,780.03	28,216.25	4,195.00	4,801.25	105,990.75	3,851.17	90,213.61	1,395.64	5,728.88	2,726.45	2,075.00
Cagayan	22,483.75	35,478.08	14,526.80	4,219.71	2;059.08	78,767.42	7,445.05	55,549.76	4,420.58	3,451.02	5,914.50	1,986.51
Iloilo	30,934.00	19,447.00	16,653.00	2,655.00	4,157.00	73,846.00	5,284.00	53,223.00	3,879.00	4,057.00	4,844.00	2,559.00
Ilocos Sur	30,176.47	16,010.92	10,434.30	2,030.00	3,594.52	62,246.21	10,275.67	33,130.29	3,006.01	3,399.15	6,310.23	6,124.86
Samar	15,046.86	27,560.80	14,422.02	2,086.00	2,095.48	61,211.16	1,846.00	49,593.45	1,681.65	2,244.38	3,682.77	2,162.91
Misamis	12,016.66	17,658.41	16,348.09	8,200.00	395.00	54,618.16	----------	54,137.16	238.12	107.80	135.08	----------
Zambales	16,752.65	19,017.25	5,275.30	770.94	1,117.84	42,933.98	7,411.10	22,206.39	929.20	3,003.10	3,812.87	5,571.32
Bohol	10,441.15	14,207.93	15,072.45	270.00	1,091.70	41,083.23	1,847.94	33.678.02	963.84	1,402.88	1,372.04	1,818.51
Tayabas	25,551.18	6,816.93	6,311.11	170.00	1,512.07	40,361.29	17,633.89	14,398.39	2,806.53	1,899.98	2,530.45	1,092.05
Nueva Ecija	17,700.50	5,955.15	3,552.50	10,370.00	1,240.12	38,818.27	4,183.95	23,003.55	3,894.39	4,187.47	3,429.81	119.10
Cebu	22,974.63	3,378.75	2,656.00	6,190.50	589.50	35,789.38	----------	13,027.23	7,244.94	5,664.04	3,743.27	6,109.90
Ilocos Norte	13,842.74	11,685.18	8,306.74	520.00	394.47	34,749.13	208.50	20,675.39	3,434.94	4,357.83	1,910.47	4,162.00
Laguna	21,338.36	4,613.79	1,233.50	1,743.60	4,366.36	33,295.61	4,188.00	14,047.89	2,784.49	3,420.44	6,693.15	2,161.64
Capiz	19,418.97	5,168.91	4,406.38	1,350.00	1,719.73	32,063.99	2,118.02	20,370.85	1,371.43	2,238.01	3,987.27	1,978.41
Pampanga	21,549.37	2,400.03	1,378.55	4,566.00	1,255.89	31,149.84	40.00	13,455.15	3,706.11	5,801.77	5,924.05	2,222.76
Union	5,630.58	13,891.56	5,901.50	810.00	674.82	26,908.46	----------	20,888.78	158.31	464.40	3,159.32	2,237.65
Batangas	13,277.56	3,512.94	3,050.00	5,315.00	650.00	23,805.50	140.00	16,975.39	1,297.65	2,633.56	1,387.88	1,371.02
Surigao	2,398.92	10,389.49	4,649.74	5,405.00	----------	22,843.15	365.80	21,953.15	----------	----------	20.00	504.20
Tarlac	12,753.27	4,498.64	2,728.85	1,504.00	921.76	22,406.52	1,105.00	12,939.80	2,873.86	1,511.52	3,632.82	343.52
Bulacan	8,835.22	4,803.12	2,500.97	2,682.00	3,280.90	22,102.21	----------	13,497.86	1,913.57	2,027.25	2,917.52	1,746.01
Sorsogon	7,882.24	6,985.93	4,594.50	565.00	456.18	20,483.85	1,985.01	12,546.05	1,061.35	980.77	1,709.50	2,201.17
Camarines Sur	6,128.41	5,189.55	5,338.10	2,571.50	514.90	19,742.46	----------	14,311.15	1,350.00	2,057.71	1,351.60	672.00
Isabela	5,067.89	6,930.80	5,181.00	1,525.00	440.00	19,144.69	929.49	13,280.32	1,446.24	2,475.09	905.55	108.00
Sulu	1,356.20	15,800.00	500.00	300.00	95.00	18,051.20	----------	15,800.00	25.00	101.20	825.00	1,300.00
Romblon	5,276.77	5,470.00	1,980.00	3,650.00	859.06	17,235.83	----------	11,952.64	1,279.55	977.09	1,265.09	1,761.46
Bataan	12,123.43	2,410.00	1,620.00	300.00	104.87	16,558.30	1,390.80	8,206.55	1,499.37	2,552.67	2,908.91	----------
Mountain	219.37	7,940.80	6,928.50	1,380.00	51.30	16,519.97	----------	16,249.30	----------	51.30	219.37	----------
Cavite	10,299.37	1,404.50	1,240.00	1,000.00	1,340.00	15,283.87	----------	9,158.02	----------	70.00	6,055.85	----------
Rizal	8,744.67	2,694.35	2,309.10	700.00	65.00	14,513.12	3,753.71	9,149.73	157.92	150.70	673.36	626.70
Masbate	4,542.85	3,442.50	2,338.50	250.00	2,814.05	13,387.90	1,734.00	6,201.58	627.34	842.49	2,815.98	1,166.51
Agusan	217.50	6,623.00	3,835.00	1,500.00	242.00	12,417.50	198.50	11,958.00	----------	----------	242.00	19.00

Antique	2,272.43	4,661.31	3,158.29	590.00	714.25	11,396.28		9,592.24	223.12	673.04	606.50	301.38
Mindoro	3,718.79	3,534.00	2,028.00	950.00	703.00	10,933.79		8,700.50	427.33	996.88	490.00	319.08
Palawan	2,321.44	4,001.00	2,830.00		763.10	9,915.54	302.00	7,582.15	1,172.17	232.73	390.12	236.37
Abra	4,122.28	2,302.88	1,817.80	623.00	82.50	8,948.46	20.00	4,726.98	1,967.01	1,500.40	504.95	229.12
Davao	2,493.53	4,218.00	1,598.00	120.00	280.00	8,709.53	950.00	7,416.00	28.58	36.55	278.40	
Bukidnon		3,795.00	2,965.00	580.00		7,340.00		7,340.00				
Oriental Negros	1,197.50	2,785.05	1,756.60	138.00	165.40	6,042.55		4,454.75	40.00	241.00	237.40	1,069.40
Albay	65.00	3,010.00	1,270.00	1,460.00	8.00	5,813.00		5,805.00			8.00	
Camarinés Norte		3,518.00	1,695.80	450.00	10.00	5,673.80	565.50	4,418.00			690.30	
Occidental Negros	929.00	1,535.00	1,050.00	2,150.00		5,664.00	193.00	5,185.00	50.00	50.00	186.00	
Cotabato	488.27	1,880.35	2,703.80		130.00	5,202.42		4,417.60	3.00	413.40	362.72	5.70
Marinduque	2,129.02	1,203.70	670.60	550.00	39.00	4,592.32		3,230.80	286.32	444.40	602.52	28.28
Zamboanga	830.00	2,255.00	1,220.00		90.85	4,395.85	360.00	3,350.00	195.00		90.85	400.00
Lanao		3,131.00	700.00	150.00		3,981.00		3,981.00				
Nueva Vizcaya	1,016.50	1,704.00	490.00		100.00	3,310.50		2,730.50	220.00	100.00	260.00	
C. L. A. S.[1]	3,053.20					3,053.20			1,104.28	1,221.28	610.64	117.00
Batanes		70.00	122.00			192.00		192.00				
Total	544,372.49	422,076.88	244,742.35	95,397.27	48,000.13	1,354,589.12	82,456.75	896,271.45	69,929.76	91,540.72	98,739.67	115,650.77

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[1] Central Luzon Agricultural School.

When compared with statistics for the school year 1922–23, these figures show (1) an increase of ₱163,529.86 in the total of voluntary contributions; (2) an increase of ₱33,179.28 in the amount of voluntary contributions devoted to salaries; (3) an increase of ₱89,189.32 in the amount of voluntary contributions devoted to buildings and grounds; (4) an increase of ₱5,626.36 in the amount of voluntary contributions devoted to libraries; (5) an increase of ₱6,158.57 in the amount of voluntary contributions devoted to athletics.

The rate of increase in the total of voluntary contributions was 14 per cent; in the amount of voluntary contributions devoted to salaries, 7 per cent; in the amount of voluntary contributions devoted to buildings and grounds, 11 per cent; in the amount of voluntary contributions devoted to libraries, 9 per cent; in the amount of voluntary contributions devoted to athletics, 7 per cent.

No. 25.—*School Health Work*

A table showing, by divisions and for the Islands, statistics on health work in the public schools during 1924.

Division	Number of Schools in Which Pupils Were Examined or Inspected	Number of Pupils Examined or Inspected				Number of Nurses Visiting Schools and Rendering Service to Pupils			Number of Schools Visited			Number of Nurses Visiting Homes of Pupils			Number of Homes of Pupils Visited by Supervising Teachers of Hygiene and Sanitation	Number of Schools in Which Dental Clinics Were Held	Number of School Dispensaries	
		By District Health Officers	By Municipal Health Officers	By Supervising Teachers of Hygiene and Sanitation	By Red Cross Nurses	Provincial and Municipal Nurses	Supervising Teachers of Hygiene and Sanitation	Red Cross Nurses	By Provincial and Municipal Nurses	By Supervising Teachers of Hygiene and Sanitation	By Red Cross Nurses	Provincial and Municipal Nurses	Supervising Teachers of Hygiene and Sanitation	Red Cross Nurses			With Trained Nurses in Charge	With Teachers in Charge
Abra	32	1,095	1,116		1,712	1		1	1		16	1		1		43	1	5
Agusan	59	1,317	2,465	3,546			7			50		1	5		222	6		4
Albay	195		23,076			4			14			4				8		
Antique	56	1,353	6,548	7,557		2	1		8	48			1		401	6	1	10
Bataan	42		3,349													42		
Batanes	10	792			506			1			2			1				
Batangas	182	1,247	11,889		14,279	5		1	26		75			1		107		
Bohol	284	17,773	7,671		10,090	5		4	13		37			3		36		
Bukidnon	55	3,153			3,697	1		1	1		48	1		1		16		8
Bulacan	180	1,657	26,094		6,728	15		3	71		37	5		3		134		42
Cagayan	123	3,874	8,599		11,317	3		2	49		81	3		2		17		
Camarines Norte	31	2,009	1,755		5,127			1			31			1		11		
Camarines Sur	71	5,015	4,568		4,589	2		3	25		31	2		3		56		1
Capiz	85	7,113	13,138		8,937	2		11	4		41	1		1		67		1
Cavite	56		13,633	13,328	10,902	2	1	3		56	35	2	1	3	273	11		5
Cebu	200	14,033	13,018		21,214	7		4	14		156	7		4		131	1	1
C. L. A. S.[1]	1	230	350	2,909			1			1			1		35	1		
Cotabato	7	38	382		1,967			1			79	1		1				
Davao	63		800		2,332	1		1	2		50	1		1			1	
Ilocos Norte	178	4,950	8,447	12,125	6,849	9	1	1	32	106	42	9	1	1	187	72		18
Ilocos Sur	180		15,838	7,114	6,485	2	1	1	17	129	51	2	1	1	518	173		30
Iloilo	120		15,523	16,131	10,741	2	1	2	10	103	47	2	1	2	50	65		25
Isabela	37	2,627	3,555		7,591			5	3	1	32	6		6	1	26	1	1
Laguna	90	10,531	20,381		19,479	10		2	19		71	6		2		51		
Lanao	52	1,302	445		2,442			1			40			1		8		68

Leyte	154	4,121	15,329	801	1,614			2			7					91		
Manila	45		49,646		7,722	7		3	45		7	7		3			14	
Marinduque	16		3,199													21		
Masbate	21	3,605	2,876			1			2			1				30		
Mindoro	66		1,847	8,551			1			66			1		893	21	2	
Misamis	101	4,722	10,972			11			36			5				55		14
Mountain	63	4,437	1,281	1,296	1,818	7	1	5	12	5	29	6	1	5	400	17		1
Nueva Ecija	98	3,048	16,008		10,739	1		2	16			1		2		44		33
Nueva Vizcaya	21	1,534	895		3,972	6		1	21		21	6		1		15		
Occidental Negros	61	2,634	14,104		5,367	12		2	27		28	16		2		41		9
Oriental Negros	101	2,548	3,460	12,865			1			86			1		311	22	1	6
Palawan	43	1,136	4,060			12			31			8						
Pampanga	109	7,128	17,996		1,572	3		2	53		9	3		1		62		2
Pangasinan	140		41,583	38,121	3,388	7	1	1	86	119	21	8	1	1	462	203		
Philippine Normal School	2		2,363			2										2		2
P. S. A. T.[2]	1	580				2			1							1	1	
Rizal	86	4,207	17,088		1,934	5		5	22		17	4		5		70		1
Romblon	39	1,350	4,105			1			1			1				58		
Samar	124	7,673	9,543	578	5,254	1		8	14	1	30			6	40	34	1	36
Sorsogon	22	150	6,379			1			6			1				13		
Sulu	50	947	1,000		1,050	6		1	25		3	5		3		6	1	5
Surigao			6,631			1			2			1				13		46
Tarlac	130	2,585	14,838		10,031	11		1	33		40	8		1		61	1	8
Tayabas	72	5,735	9,126		12,980	6		2	13		43	5		2		36	1	
Union	98	271	17,411	18,345	5,335	2	1	1	27	58	36	2	1	1	876	64	1	
Zambales	78	1,612	5,817		6,330	2		2	12		19	2		2		78		
Zamboanga	39	2,377	1,480			3			22							1		
Total	4,169	142,509	481,677	143,267	236,090	183	18	87	816	829	1,312	144	16	74	4,669	2,146	28	382

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[1] Central Luzon Agricultural School.

[2] Philippine School of Arts and Trades.

When compared with statistics for the previous year, these figures show (1) an increase of 77 in the number of schools in which pupils were examined; (2) a decrease of 46,198 in the number of pupils examined by district health officers; (3) a decrease of 4,970 in the number of pupils examined by municipal health officers; (4) a decrease of 47,770 in the number of pupils examined by supervising teachers of hygiene and sanitation; (5) an increase of 25,215 in the number of pupils examined by Red Cross nurses; (6) a decrease of 514 in the number of homes of pupils visited by supervising teachers of hygiene and sanitation; and (7) an increase of 1,016 in the number of schools in which dental clinics were held.

The rate of increase in the number of schools in which pupils were examined was 2 per cent; in the number of pupils examined by Red Cross nurses, 12 per cent; in the number of schools in which dental clinics were held, 90 per cent.

The rate of decrease in the number of pupils examined by district health officers was 24 per cent; in the number of pupils examined by municipal health officers, 1 per cent; in the number of pupils examined by supervising teachers of hygiene and sanitation, 25 per cent; in the number of homes of pupils visited by supervising teachers of hygiene and sanitation, 10 per cent.

No. 26.—*Junior Red Cross Activities*[1]

A table showing, by divisions and for the Islands, the estimated enrolment of public-school children in the Junior Red Cross, the amount of contributions of public-school children to the Junior Red Cross, the number of Junior Red Cross dentists working in public schools, the number of public-school children inspected by Junior Red Cross dentists, and other relevant information, for the year 1924.

Division	Estimated Number of Public-School Children Who Signed Junior Red Cross Membership Roll	Number of Classrooms Receiving Junior Red Cross Magazine	Number of Schools Enrolled in Junior Red Cross	Contributions of Public-School Children to Junior Red Cross	Number of Junior Red Cross Dentists Working in Public Schools	Number of Public-School Children Inspected by Junior Red Cross Dentists	Number of Public-School Children Treated by Junior Red Cross Dentists	Number of Extractions Made by Junior Red Cross Dentists	Number of Fillings Put in by Junior Red Cross Dentists	Number of Cleanings Made by Junior Red Cross Dentists	Number of Toothbrushes Sold in Public Schools	Number of Junior Red Cross Medicine Cabinets Placed in Public Schools	Number of Drinking Fountains Installed in Public Schools by Junior Red Cross	Number of Junior Red Cross Paper Drinking Cups Distributed in Public Schools
Abra	7,387	177	74	₱1,850.90	1	4,616	2,167	2,721	1,526	3,948				3,000
Agusan[2]	8,200	172	80	2,411.31	1						360			2,000
Albay	22,639	465	141	2,424.18	1	3,895	1,768	712	247	2,289	960			3,000
Antique	12,595	292	67	2,723.05	1	3,417	2,281	946	3,434	2,156	600	7		7,000
Bataan	6,602	57	13	984.30	1	2,877	2,387	1,363	2,239	2,690				5,500
Batanes	985	11	6	180.62										
Batangas	23,376	191	96	6,184.52	2	9,320	6,573	5,268	6,250	5,942	144			9,000
Bohol	40,000	334	296	6,885.62	3	11,986	12,151	12,795	5,800	10,403	8,800			5,000
Bukidnon[2]	4,155	80	51	170.28		685	356	239	245	332	360			
Bulacan	21,767	351	92	6,708.76	2	7,906	6,553	6,934	6,650	7,157				7,000
Cagayan	51,916	408	168	3,411.29	1	1.624	582	316	122	1,108				4,000
Camarines Norte	6,153	128	10	1,974.94	1	3,218	2,676	1,438	2,952	2,462	900			10,000
Camarines Sur	14,490	171	100	3,145.30	2	7,244	5,408	3,277	2,724	6,204	672		3	2,000
Capiz	22,053	256	121	5,444.02	2	13,283	5,432	3,990	2,058	8,429	1,080			3,000
Cavite	17,303	407	39	2,123.46	1	4,444	3,256	4,372	1,556	3,130	200			6,000
Cebu	58,338	631	353	15,827.84	6	21,218	11,729	7,280	7,911	20,045	2,160			17,000
C. L. A. S.[3]	537	8	1	161.10		281	223	26	225	222	12			
Cotabato	2,435	38	26	186.50								1		
Davao	6,241	103	81	212.52										
Ilocos Norte	25,514	515	134	2,550.51	2	9,691	4,629	2,827	2,091	4,727	360			6,000
Ilocos Sur	29,095	248	162	6,672.06	2	12,895	6,659	8,292	5,421	12,183				6,000
Iloilo	47,511	677	191	11,493.40	4	14,630	9,216	9,352	11,337	10,287	1,044			11,000
Isabela	14,285	128	92	3,931.20	1	1,891	1,586	1,187	908	1,594				

Laguna	29,281	575	53	5,905.20	1	6,413	5,389	1,555	2,520	3,280	72			2,000
Lanao	6,604	95	68	518.36							600			
Leyte	56,679	1,008	217	5,560.79	2	16,744	9,577	4,522	4,118	5,791	360			4,000
Manila	48,497	1,135	47	11,405.06	7	24,003	20,854	12,550	24,055	14,218	606			50,000
Marinduque	8,200	136	6	2,390.20	1	5,400	3,534	1,503	3,417	5,032				5,000
Masbate	7,081	134	47	1,792.80	1	4,555	3,198	1,503	1,233	4,436	2,004			2,000
Mindoro [4]	7,545	1		1,437.10	1	5,663	4,559	1,442	2,269	5,258	864			2,000
Misamis	25,480	501	157	6,923.61	2	7,884	3,182	1,952	1,282	6,729	636	9		4,000
Mountain [5]	8,795	138	85	696.05	1	840	348	210	549	840	800			
Nueva Ecija	28,004	260	187	2,687.34	1	3,678	8,873	2,605	1,746	3,673				6,000
Nueva Vizcaya [6]	4,172	92	24	399.81	1	2,512	1,785	1,508	1,853	1,902	144			2,000
Occidental Negros	20,592	213	38	8,943.64	3	12,249	9,289	7,952	6,232	7,655	1,404	2		5,000
Oriental Negros	18,000	254	80	1,000.23	1	4,234	1,848	597	967	576		4		2,000
Palawan	2,000	30	7	119.10							100	25		
Pampanga	23,725	410	112	4,588.37	2	6,193	5,114	3,868	7,382	6,193	504			7,000
Pangasinan	60,833	488	155	15,809.24	6	27,384	20,946	14,083	13,622	21,607	3,568	1		19,000
Philippine Normal School [7]	1,547	5	1	286.80		829	722	307	1,229	675				
Rizal	24,710	530	73	4,611.75	2	6,948	6,617	5,200	6,474	5,846	1,020			8,000
Romblon	7,369	194	63	1,770.30	1	5,648	3,706	2,514	4,520	6,643	120	1		1,000
Samar	26,225	561	227	3,290.75	1	9,671	4,190	3,375	3,363	8,961	2,070		1	5,000
Sorsogon	16,300	173	39	1,168.97	1	2,450	1,905	1,021	825	2,039				4,000
Sulu [8]	2,240	38	15	186.04		130	99	37	122	57				
Surigao	11,050	192	94	2,087.55	1	1,616	971	781	294	911	360			2,000
Tarlac	20,363	479	151	2,208.77	1	2,282	2,436	2,210	3,733	2,375	700	1		5,000
Tayabas	23,361	468	29	4,845.30	2	7,536	5,278	7,012	6,459	7,047	1,008			6,000
Union	23,467	243	102	3,460.25	1	3,122	2,950	1,642	1,930	3,120				2,000
Zambales	10,981	244	69	3,180.70	1	3,267	2,525	2,535	3,128	2,211	144	1		2,000
Zamboanga [9]	8,113	155	71	1,013.18	1	1,847	654	627	825	234		1	21	1,000
Total [10]	944,791	14,600	4,611	186,044.94	76	308,219	210,181	156,446	167,843	232,617	34,736	53	25	252,500

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[1] Figures furnished by the Secretary of the Junior Red Cross, Philippines Chapter.

[2] The same dentist that is assigned to Agusan for two months is also assigned to Bukidnon for two months.

[3] Central Luzon Agricultural School. A dentist from Mountain Province was assigned to work for a short time in this school.

[4] The school in Mindoro contributed to the Junior Red Cross funds but did not subscribe to the "Junior Red Cross News," so the schools were not enrolled as Junior Red Cross Auxiliaries.

[5] Clinic in Mountain Province was closed in August, 1924.

[6] Clinic in Nueva Vizcaya was closed October 31, 1924.

[7] A dentist from the Manila staff was assigned to work for a short time in this school.

[8] The dentist from Zamboanga was transferred to this province for two months' work.

[9] Clinic in Zamboanga was closed November 30, 1924.

[10] The totals in the sixth, seventh, eighth, ninth, and tenth columns are not complete because of the non-receipt of reports on dental work in Agusan.

No. 27.—*School Sites*

A table showing, by divisions and for the Islands, the number of school sites, their classification, their area, their estimated value, and the method of acquisition (December 31, 1924).

Division	Number of School Sites							Area of School Sites in Square Meters			Estimated Value of School Sites			Summary			How Acquired		
	Insular and Provincial	Municipal						Insular and Provincial	Municipal		Insular and Provincial	Municipal		Number	Area in Square Meters	Estimated Value	By Donation	By Purchase	By Reservation
		Central			Barrio				Central	Barrio		Central	Barrio						
		First-Class	Second-Class	Third-Class	First-Class	Second-Class	Third-Class												
Abra	3	13	6	2	31	7	9	738,437.00	196,134.30	279,033.00	₱47,150.00	₱3,767.95	₱4,140.00	71	1,213,604.30	₱55,057.95	44	18	9
Agusan	31	4	---	4	21	---	---	6,282,582.00	305,639.58	811,172.64	45,950.00	13,230.00	6,540.00	60	7,399,394.22	65,720.00	18	2	40
Albay	4	18	2	10	35	55	45	103,904.00	395,578.54	16,335,783.09	14,019.52	28,585.00	27,532.60	169	16,835,265.63	70,137.12	86	59	24
Antique	3	9	1	5	20	15	32	12,992.23	128,060.62	269,004.00	1,500.00	5,560.00	10,535.00	85	410,056.85	17,595.00	53	15	17
Bataan	2	8	4	6	5	2	6	5,866.00	209,801.90	67,629.65	890.00	12,710.00	4,035.00	33	283,297.55	17,635.00	19	12	2
Batanes	---	4	---	3	2	2	4	---	78,334.00	23,434.00	---	5,792.30	1,310.90	15	101,768.00	7,103.20	4	---	11
Batangas	1	26	3	9	39	28	12	32,391.00	374,737.70	421,393.75	7,000.00	46,911.90	25,721.00	118	828,522.45	79,632.90	87	25	6
Bohol	2	33	7	14	104	26	42	277,205.00	585,962.01	1,017,774.00	9,500.00	17,348.44	28,370.04	228	1,880,941.01	55,218.48	128	91	9
Bukidnon	1	4	2	---	7	2	1	33,981.00	523,625.00	8,246,788.00	1,500.00	4,500.00	15,040.00	17	8,804,394.00	21,040.00	---	1	16
Bulacan	---	26	---	5	55	31	28	---	387,002.55	468,641.90	---	64,128.28	48,901.82	145	855,644.45	113,030.10	98	44	3
Cagayan	3	20	8	4	97	46	36	108,466.00	414,653.76	1,713,650.50	8,210.00	25.795.00	31,873.36	214	2,236,770.26	65,878.36	147	33	34
C. A. S.[1]	1	---	---	---	---	---	---	7,877,142.00	---	---	16,802.89	---	---	1	7,877,142.00	16,802.89	---	1	---
Camarines Norte	---	8	1	5	10	8	4	---	87,314.42	110,288.50	---	6,384.00	4,445.00	36	197,602.92	10,829.00	27	5	4
Camarines Sur	1	26	3	13	58	9	19	82,600.00	338,944.00	498,721.16	8,200.00	28,280.60	13,080.00	129	920,265.16	49,560.60	91	25	13
Capiz	3	24	3	8	114	46	27	400,940.00	335,771.13	1,693,300.69	18,424.00	22,562.05	43,641.52	225	2,430,011.82	84,627.57	186	20	19
Cavite	2	19	1	12	23	6	13	86,993.00	342,552.65	184,122.40	3,425.00	66,256.00	29,134.00	76	613,668.05	98,815.00	30	39	7
Cebu	1	44	8	25	118	77	63	78,450.00	672,100.66	1,343,711.93	112,725.00	52,381.64	58,160.83	336	2,094.262.59	223,267.47	212	69	55
C. L. A. S.[2]	1	---	---	---	---	---	---	6,578,529.68	---	---	259,942.34	---	---	1	6,578,529.68	259,942.34	---	---	1
Cotabato	1	20	1	1	92	5	2	101,814.00	2,145,722.75	30,219,551.00	5,000.00	92,440.00	161,532.00	122	32,467,087.75	258,972.00	7	6	109
Davao	---	9	---	2	58	1	1	---	956,425.00	6,737,486.87	---	11,485.00	22,394.28	71	7,693,911.87	33,879.28	16	4	51
Ilocos Norte	2	15	6	8	80	48	53	415,419.00	226,373.00	1,721,973.25	13,350.00	14,871.10	50,044.91	212	2,363,765.25	78,266.01	169	30	13
Ilocos Sur	3	31	7	14	147	9	5	7,320.00	572,820.15	1,821,654.25	4,790.00	36,895.80	44,028.76	216	2,401,794.40	85,714.56	148	45	23
Iloilo	3	43	3	12	201	38	9	278,485.00	601,899.19	1,673,298.58	73,021.18	147,381.05	158,286.91	309	2,553,682.77	378,689.14	262	30	17
Isabela	2	16	2	3	48	3	3	602,996.00	3,956,376.00	863,645.00	3,000.00	8,650.00	14,095.00	77	5,423,017.00	25,745.00	29	14	34
Laguna	1	24	4	15	22	12	12	60.000.00	407,640.74	245,101.00	24,000.00	134,280.00	35,691.45	90	712,741.74	193,971.45	31	44	15

Lanao	8	21	3	---	51	3	---	2,409,624.00	1,736,896.96	5,196,134.00	12,700.00	8,788.33	13,448.00	86	9,342,654.96	34,936.33	8	47	31
Leyte	1	44	15	19	168	67	182	292,204.86	721,008.38	1,786,953.37	10,000.00	53,020.00	47,154.48	496	2,800,166.61	110,174.48	374	58	64
Manila	---	---	18	13	---	---	---	---	225,310.04	---	---	1,857,938.32	---	31	225,310.04	1,857,938.32	7	20	4
Marinduque	1	5	---	5	20	10	11	31,909.00	79,349.74	200,660.94	9,090.00	14,109.00	12,840.00	52	311,919.68	36,039.00	24	22	6
Masbate	1	6	2	1	35	4	8	177,110.00	103,604.88	346,440.50	500.00	3,420.00	6,352.00	57	627,155.38	10,272.00	49	4	4
Mindoro	1	12	1	4	34	3	13	120,000.00	176,227.52	392,510.00	1,200.00	4,940.00	7,766.51	68	688,737.52	13,906.51	46	5	17
Misamis	1	5	1	---	4	3	1	75,487.00	117,871.00	54.215.00	9,000.00	8,550.00	1,165.00	15	247,573.00	18,715.00	4	7	4
Mountain	9	3	2	4	1	3	1	6,483,138.00	63,310.00	146,774.00	59,729.85	735.00	740.00	23	6,693,222.00	61,204.85	1	3	19
Nueva Ecija	2	24	5	---	63	57	31	92,805.00	316,003.93	1,739,529.69	1,674.58	30,312.35	46,892.90	182	2,148,338.62	78,879.83	133	18	31
Nueva Vizcaya	4	15	1	2	31	---	2	1,884,803.00	1,723,717.00	922,242.00	17,600.00	14,550.00	5,910.00	55	4,530,762.00	38,060.00	---	1	54
Occidental Negros	1	23	4	8	64	24	7	51,452.00	620,978.55	954,696.23	11,910.00	94,778.35	90,536.12	131	1,627,126.78	197,224.47	56	24	51
Oriental Negros	1	16	5	6	23	18	58	15,250.73	249,809.00	425,196.76	15,250.00	37,588.10	10,158.25	127	690,256.49	62,996.35	59	18	50
Palawan	3	8	3	---	8	2	7	2,060,916.60	158,532.76	218,792.87	12,554.90	2,902.82	849.62	31	2,438,242.23	16,307.34	4	3	24
Pampanga	2	19	5	9	56	18	23	41,312.65	330,318.06	14,550,867.27	61,748.00	67,560.14	139,857.10	132	14,922,497.98	269,165.24	96	29	7
Pangasinan	4	53	3	11	329	21	7	676,351.00	939,049.00	2,842,359.73	31,410.00	126,772.83	120,871.04	428	4,457,759.73	279,053.87	317	72	39
Phil. Naut. School	1	---	---	---	---	---	---	12,200.09	---	---	101,090.00	---	---	1	12,200.09	101,090.00	---	1	---
Phil. Normal School	1	---	---	---	---	---	---	38,295.80	---	---	229,397.83	---	---	1	38,295.80	229,397.83	---	---	1
P. S. A. T.[3]	1	---	---	---	---	---	---	36,130.40	---	---	216,426.74	---	---	1	36,130.40	216,426.74	---	---	1
Rizal	3	17	2	10	16	4	15	220,397.45	271,544.97	402,595.12	90,260.80	105,358.88	197,822.24	67	894,537.54	393,441.92	27	30	10
Romblon	1	8	---	2	34	16	3	38,793.00	146,743.50	769,340.00	46,550.00	17,296.30	23,227.00	64	954,876.50	87,073.30	49	1	14
Samar	2	41	---	1	105	13	39	2,589,141.00	1,265,420.00	1,110,243.00	27,000.00	28,835.00	21,875.36	201	4,964,804.00	77,710.36	171	27	3
Sorsogon	1	12	6	6	74	9	7	68,314.00	195,547.50	577,805.90	68,310.00	38,880.00	14,775.00	115	841,667.40	121,965.00	72	40	3
Sulu	---	11	3	1	54	4	2	---	435,804.00	3,480,218.00	---	5,307.09	10,057.85	75	3,916,022.00	15,364.94	1	9	65
Surigao	1	18	4	4	18	6	19	106,379.00	933,575.00	409,242.60	10,500.00	57,090.71	10,095.00	70	1,449,196.60	77,685.71	46	4	20
Tarlac	3	18	2	6	17	6	28	92,139.00	397,820.51	209,427.10	18,522.00	49,527.56	11,060.25	80	699,386.61	79,109.81	49	15	16
Tayabas	1	22	3	12	6	3	7	59,837.00	333,410.16	57,286.47	22,048.97	63,593.82	2,589.45	54	450,533.63	88,232.24	22	24	8
Union	1	16	6	4	47	21	5	72,557.00	217,200.40	578,399.08	27,837.00	43,964.50	18,739.60	100	868,156.48	90,541.19	43	42	15
Zambales	4	14	1	6	32	9	4	6,067,064.00	228,396.74	286,576.24	7,050.00	16,976.60	9,954.00	70	6,582,036.98	33,980.60	42	19	9
Zamboanga	2	12	2	5	51	17	15	304,420.00	1,489,025.00	6,295,128.11	47,503.90	17,316.00	24,817.37	104	8,088,573.11	89,637.27	23	13	68
Total	132	887	169	319	2,728	817	921	48,284,544.49	27,719,944.25	120,720,793.14	1,845,264.50	3,620,307.81	1,688,088.52	5,973	196,725,281.88	7,153,660.83	3,615	1,188	1,170

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[1] Camarines Agricultural School.

[2] Central Luzon Agricultural School.

[3] Philippine School of Arts and Trades.

When compared with statistics for December 31, 1923, these figures show (1) an increase of 286 in the total number of school sites; (2) an increase of 27,120,348.49 square meters in the total area of all school sites; and (3) an increase of ₱1,156,088.81 in the total estimated value of all school sites.

The rate of increase in the total number of school sites was 5 per cent; in the total area of all school sites, 16 per cent; in the total estimated value of all school sites, 19 per cent.

No. 28.—*Permanent, Mixed-Material, and Temporary School Buildings*

A table showing, by divisions and for the Islands, the number and the cost of permanent, mixed-material, and temporary school buildings owned by Insular, provincial, and municipal governments (December 31, 1924).

Division	Number of Schools	Permanent											
		Standard Plan			Reconstruction			Special			Total		
		Buildings	Rooms	Cost	Buildings	Rooms	Cost	Buildings	Rooms	Cost	Buildings	Rooms	Cost
Abra	90	5	21	₱99,231.44	3	17	₱11,627.00	1	2	₱1,000.00	9	40	₱111,858.44
Agusan	98	5	23	81,727.64				15	48	70,257.50	20	71	151,985.14
Albay	208	34	133	376,577.74	6	37	60,890.55	9	44	78,838.66	49	214	516,306.95
Antique	100	6	39	119,225.21	3	15	12,700.00	2	12	6,981.76	11	66	138,906.97
Bataan	43	14	66	196,521.46	3	27	26,628.05	8	38	20,814.19	25	131	243,963.70
Batanes	18							2	5	7,759.91	2	5	7,759.91
Batangas	186	34	170	566,684.37	8	55	111,005.46	21	89	97,900.28	63	314	775,590.11
Bohol	335	18	104	333,593.66	10	48	50,440.37	19	81	73,801.85	47	233	457,835.88
Bukidnon	71							11	41	48,081.91	11	41	48,081.91
Bulacan	209	31	184	551,538.51	5	13	13,253.73	45	140	190,940.09	81	337	755,732.33
Cagayan	208	8	61	327,031.59	1	1	620.00	5	30	72,005.90	14	92	399,657.49
Camarines Agricultural School	2							3	7	22,739.98	3	7	22,739.98
Camarines Norte	43	3	14	40,030.54	1	2	4,769.20	2	9	7,000.00	6	25	51,799.74
Camarines Sur	156	14	67	195,405.68	1	6	5,779.76	7	30	88,355.36	22	103	289,540.80
Capiz	208	13	77	344,766.60				10	36	37,397.73	23	113	382,164.33
Cavite	81	20	93	315,914.12	1	13	14,191.65	14	66	95,696.97	35	172	425,802.74
Cebu	470	32	192	625,192.57	9	29	28,362.60	20	134	484,408.59	61	355	1,137,963.76
Central Luzon Agricultural School	2	1	8	30,000.00				13	61	74,061.02	14	69	104,061.02
Cotabato	122	5	23	47,113.71				5	30	46,791.29	10	53	93,905.00
Davao	130	9	38	164,036.21				4	16	8,091.00	13	54	172,127.21
Ilocos Norte	211	19	93	268,250.95	13	81	105,124.17	8	27	85,906.46	40	201	459,281.58
Ilocos Sur	236	14	70	203,842.89	6	29	35,388.94	17	101	128,053.82	37	200	367,285.65
Iloilo	314	26	162	417,613.37	11	90	120,233.10	28	126	230,771.69	65	378	768,618.16
Isabela	118	5	32	141,941.98	1	5	1,894.61	5	17	41,633.74	11	54	185,470.33
Laguna	122	30	207	667,639.79	14	85	114,996.41	18	80	120,513.33	62	372	903,149.53
Lanao	83	2	6	11,500.00	3	4	2,086.81	11	37	37,489.55	16	47	51,076.36
Leyte	404	45	162	421,854.57	23	86	188,114.45	26	109	222,220.66	94	357	832,189.68
Manila	67	7	147	825,731.13				36	505	2,163,061.38	43	652	2,988,792.51
Marinduque	57	6	40	152,864.78	1	9	6,200.00	6	23	29,867.63	13	72	188,932.41
Masbate	59	6	22	53,129.91				1	4	6,500.00	7	26	59,629.91

Mindoro	101	5	24	122,822.26				9	21	31,417.09	14	45	154,239.35
Misamis	191	16	91	232,863.40	9	43	20,974.40	13	50	92,951.11	38	184	346,788.91
Mountain	161	2	8	15,844.49	7	36	21,268.43	25	119	221,175.03	34	163	258,287.95
Nueva Ecija	231	18	83	195,831.18	2	9	18,731.93	14	68	60,789.49	34	160	275,352.60
Nueva Vizcaya	40	6	26	73,585.01				2	11	38,138.47	8	37	111,723.48
Occidental Negros	188	41	237	713,473.35	5	29	40,531.53	24	101	141,647.34	70	367	895,652.22
Oriental Negros	170	10	71	280,177.10	2	18	33,130.18	7	22	40,883.11	19	111	354,190.39
Palawan	122	3	9	25,552.26	1	7	7,589.18	5	18	19,701.45	9	34	52,842.89
Pampanga	159	28	163	480,406.53	2	11	9,983.30	17	82	192,062.32	47	256	682,452.15
Pangasinan	390	38	276	902,486.96	7	51	69,197.98	14	83	158,207.67	59	410	1,129,892.61
Philippine Nautical School	1	1	13	60,086.42							1	13	60,086.42
Philippine Normal School	3							2	112	755,741.26	2	112	755,741.26
Philippine School of Arts and Trades	2							2	14	221,793.66	2	14	221,793.66
Rizal	134	19	104	389,790.87	6	41	38,170.68	24	155	359,266.86	49	300	787,228.41
Romblon	74	7	34	79,126.44	2	8	4,400.00	6	40	45,327.18	15	82	128,853.62
Samar	280	23	145	470,027.08	1	10	13,078.15	4	18	18,287.00	28	173	501,392.23
Sorsogon	131	14	63	146,549.84				6	43	205,655.03	20	106	352,204.87
Sulu	87	3	19	86,584.56				13	62	127,436.79	16	81	214,021.35
Surigao	137	9	33	117,614.31	6	20	20,389.40	6	32	72,063.19	21	85	210,066.90
Tarlac	162	31	114	423,651.57				10	40	66,732.15	41	154	490,383.72
Tayabas	188	22	181	629,106.89	6	47	51,793.49	19	113	176,160.54	47	341	857,060.92
Union	130	10	73	239,719.33	9	80	59,283.57	4	25	41,035.74	23	178	340,038.64
Zambales	78	11	73	181,045.19	2	22	10,553.31	4	26	50,118.30	17	121	241,716.80
Zamboanga	137	5	34	165,005.84	3	11	7,051.92	8	51	463,078.62	16	96	635,136.38
Total	7,748	734	4,128	13,610,311.30	193	1,095	1,340,434.31	610	3,254	8,198,611.65	1,537	8,477	23,149,357.26

No. 28.—*Permanent, Mixed-Material, and Temporary School Buildings*—Continued

Division	Mixed-Material			Temporary			Summary		
	Buildings	Rooms	Cost	Buildings	Rooms	Cost	Buildings	Rooms	Cost
Abra	7	16	₱5,650.00	66	98	₱12,855.00	82	154	₱130,363.44
Agusan	13	33	27,104.28	112	310	57,233.18	145	414	236,322.60
Albay	46	71	40,322.47	64	95	26,849.09	159	380	583,478.51
Antique	4	17	9,347.84	99	340	64,737.57	114	423	212,992.38
Bataan	6	17	7,354.90	9	19	5,979.54	40	167	257,298.14
Batanes	3	8	4,300.00				5	13	12,059.91
Batangas	20	53	31,604.10	97	194	63,552.04	180	561	870,746.25
Bohol	120	318	135,984.25	172	455	112,784.07	339	1,006	706,604.20
Bukidnon	6	11	4,230.00	83	185	23,356.10	100	237	75,668.01
Bulacan	30	76	54,880.29	109	180	64,335.71	220	593	874,948.33
Cagayan	21	62	25,687.11	76	257	82,400.95	111	411	507,745.55
Camarines Agricultural School	7	26	38,928.59				10	33	61,668.57
Camarines Norte	11	37	43,204.81	22	33	7,819.00	39	95	102,823.55
Camarines Sur	48	106	103,490.53	71	111	38,988.40	141	320	432,019.73
Capiz	17	60	34,020.99	208	595	135,020.19	248	768	551,205.51
Cavite	9	28	17,811.89	5	20	6,234.01	49	220	449,848.64
Cebu	86	233	153,850.54	256	453	104,716.42	403	1,041	1,396,530.72
Central Luzon Agricultural School	12	32	15,850.00				26	101	119,911.02
Cotabato	33	78	50,404.05	119	236	47,802.79	162	367	192,111.84
Davao	12	22	27,897.65	130	221	36,722.24	155	297	236,747.10
Ilocos Norte	28	51	13,631.69	71	131	26,944.16	139	383	499,857.43
Ilocos Sur	37	94	64,198.04	174	429	75,169.17	248	723	506,652.86
Iloilo	28	128	109,783.96	252	579	233,359.60	345	1,085	1,111,761.72
Isabela	18	53	38,235.91	62	159	64,071.29	91	266	287,777.53
Laguna	15	30	30,072.49	24	41	16,020.88	101	443	949,242.90
Lanao	38	74	26,892.02	86	186	32,456.22	140	307	110,424.60
Leyte	165	316	265,032.42	185	220	65,407.04	444	893	1,162,629.14
Manila	1	1	420.00				44	653	2,989,212.51
Marinduque	6	11	8,406.68	8	14	3,947.00	27	97	201,286.09
Masbate	8	26	20,093.96	39	76	21,771.00	54	128	101,494.87
Mindoro	5	17	15,000.00	15	23	4,654.45	34	85	173,893.80
Misamis	62	165	83,444.34	8	13	2,860.00	108	362	433,093.25
Mountain	78	198	53,162.99	87	228	46,207.90	199	589	357,658.84
Nueva Ecija	20	55	41,085.61	135	237	80,985.25	189	452	397,423.46
Nueva Vizcaya	20	52	38,170.87	15	30	16,848.33	43	119	166,742.68

Occidental Negros	46	110	73,426.21	46	80	23,948.65	162	557	993,027.08
Oriental Negros	24	77	31,179.74	86	182	30,817.61	129	370	416,187.74
Palawan	9	24	16,927.99	65	109	28,370.69	83	167	98,141.57
Pampanga	36	112	100,147.79	43	66	43,072.76	126	434	825,672.70
Pangasinan	44	161	158,440.99	145	534	170,617.40	248	1,105	1,458,951.00
Philippine Nautical School							1	13	60,086.42
Philippine Normal School							2	112	755,741.26
Philippine School of Arts and Trades							2	14	221,793.66
Rizal	14	42	15,553.30	10	19	3,788.92	73	361	806,570.63
Romblon	5	16	12,000.00	52	97	21,708.46	72	195	162,562.08
Samar	27	80	123,495.44	106	211	70,513.58	161	464	695,401.25
Sorsogon	32	70	47,508.79	35	66	21,070.18	87	242	420,783.84
Sulu	16	59	25,916.10	99	317	36,974.57	131	457	276,912.02
Surigao	27	55	40,088.44	46	79	30,714.12	94	219	280,869.46
Tarlac	9	29	14,058.42	97	240	89,437.87	147	423	593,880.01
Tayabas	12	40	14,622.13	11	30	10,476.00	70	411	882,159.05
Union	5	21	15,261.55	86	361	62,890.74	114	560	418,190.93
Zambales	10	36	20,342.06	41	73	23,915.58	68	230	285,974.44
Zamboanga	75	176	120,063.94	31	48	11,014.07	122	320	766,214.39
Total	1,431	3,683	2,468,588.16	3,858	8,680	2,261,419.79	6,826	20,840	27,879,365.21

When compared with statistics for December 31, 1923, the figures in Table 28 show (1) an increase of 129 in the total number of permanent school buildings; (2) an increase of 715 in the number of rooms in permanent school buildings; (3) an increase of 132 in the number of mixed-material buildings; (4) an increase of 379 in the number of rooms in mixed-material buildings; (5) an increase of 167 in the number of temporary buildings; (6) an increase of 651 in the number of rooms in temporary buildings; (7) an increase of 428 in the total number of all kinds of buildings; and (8) an increase of 1,745 in the total number of rooms in all buildings.

The rate of increase in the total number of permanent school buildings was 9 per cent; in the number of rooms in permanent school buildings, 9 per cent; in the number of mixed-material buildings, 10 per cent; in the number of rooms in mixed-material buildings, 11 per cent; in the number of temporary buildings, 5 per cent; in the number of rooms in temporary buildings, 8 per cent; in the total number of all kinds of buildings, 7 per cent; in the total number of rooms in all buildings, 9 per cent.

No. 29.—*Insular Funds for School-Building Construction*

A table showing, by provinces and for the Islands, the Insular funds used for the construction of municipal, provincial, and Insular school buildings (December 31, 1924).

Division	Municipal School Buildings			Provincial School Buildings	Insular School Buildings	Total for All School Buildings
	Gabaldon Aid	Other Aid	Total Aid			
Abra	₱10,000.00	₱23,000.00	₱33,000.00	₱23,750.00	--------	₱56,750.00
Agusan	18,100.00	80,450.00	98,550.00	1,500.00	--------	100,050.00
Albay	133,454.99	51,000.00	184,454.99	118,000.00	--------	302,454.99
Antique	37,000.00	25,000.00	62,000.00	13,500.00	--------	75,500.00
Bataan	42,360.00	45,000.00	87,360.00	6,000.00	--------	93,360.00
Batanes	19,900.45	11,000.00	30,900.45	25,000.00	--------	55,900.45
Batangas	128,804.86	146,079.00	274,883.86	63,000.00	--------	337,883.86
Bohol	113,708.35	38,500.00	152,208.35	74,500.00	--------	226,708.35
Bukidnon	--------	54,650.00	54,650.00	4,200.00	--------	58,850.00
Bulacan	117,914.30	99,860.00	217,774.30	21,378.74	--------	239,153.04
Cagayan	54,690.00	47,480.00	102,170.00	70,000.00	--------	172,170.00
Camarines [1]	73,136.80	41,000.00	114,136.80	73,000.00	--------	187,136.80
Camarines Norte	--------	--------	--------	--------	--------	--------
Camarines Sur	--------	--------	--------	5,100.00	--------	5,100.00
Capiz	75,525.57	40,900.00	116,425.57	79,590.00	--------	196,015.57
Cavite	103,182.00	128,100.00	231,282.00	22,775.00	--------	254,057.00
Cebu	152,862.84	131,420.00	284,282.84	382,000.00	--------	666,282.84
Cotabato	10,000.00	5,000.00	15,000.00	40,500.00	--------	55,500.00
Davao	41,500.00	16,000.00	57,500.00	31,070.00	--------	88,570.00
Ilocos Norte	98,660.05	80,009.00	178,669.05	473,900.00	--------	652,569.05
Ilocos Sur	102,520.25	65,173.14	167,693.39	39,000.00	--------	206,693.39
Iloilo	113,581.45	21,340.00	134,921.45	321,517.32	--------	456,438.77
Isabela	29,500.00	42,500.00	72,000.00	35,000.00	--------	107,000.00
Laguna	151,975.07	90,195.03	242,170.10	56,000.00	--------	298,170.10
Lanao	5,000.00	55,000.00	60,000.00	5,000.00	--------	65,000.00
Leyte	229,737.65	129,219.00	358,956.65	71,750.00	--------	430,706.65
Manila	--------	153,846.86	153,846.86	--------	₱1,514,000.00	1,667,846.86
Marinduque	39,963.52	7,396.00	47,359.52	41,500.00	--------	88,859.52
Masbate	--------	7,762.00	7,762.00	--------	--------	7,762.00
Mindoro	40,601.00	36,554.00	77,155.00	61,500.00	--------	138,655.00
Misamis	36,590.00	53,000.00	89,590.00	22,000.00	--------	111,590.00
Mountain	20,000.00	133,189.72	153,189.72	107,000.00	304,416.00	564,605.72
Nueva Ecija	68,987.18	39,650.00	108,637.18	59,000.00	249,066.64	416,703.82
Nueva Vizcaya	30,800.00	96,350.00	127,150.00	39,000.00	--------	166,150.00
Occidental Negros	93,666.66	49,460.00	143,126.66	14,500.00	--------	157,626.66
Oriental Negros	49,997.94	38,131.00	88,128.94	61,000.00	--------	149,128.94
Palawan	23,474.55	12,470.00	35,944.55	5,200.00	--------	41,144.55
Pampanga	118,600.00	104,668.00	223,268.00	53,985.28	--------	277,253.28
Pangasinan	153,745.23	82,603.00	236,348.23	158,300.00	--------	394,648.23
Rizal	81,644.81	53,750.00	135,394.81	17,252.75	482,000.00	634,647.56
Romblon	24,500.00	29,256.00	53,756.00	23,000.00	--------	76,756.00
Samar	103,426.21	51,900.00	155,326.21	134,000.00	--------	289,326.21
Sorsogon	81,672.82	29,243.83	110,916.65	30,021.23	--------	140,937.88
Sulu	58,500.00	20,480.00	78,980.00	40,000.00	--------	118,980.00
Surigao	85,067.50	20,000.00	105,067.50	17,500.00	--------	122,567.50
Tarlac	103,357.02	46,940.00	150,297.02	72,793.03	--------	223,090.05
Tayabas	81,960.89	102,946.00	184,906.89	29,907.06	--------	214,813.95
Union	96,800.00	76,915.00	173,715.00	51,000.00	--------	224,715.00
Zambales	44,383.50	49,910.00	94,293.50	24,000.00	--------	118,293.50
Zamboanga	15,000.00	134,000.00	149,000.00	356,430.00	--------	505,430.00
Miscellaneous	4,546.54	--------	4,546.54	--------	--------	4,546.54
Total	3,320,400.00	2,898,296.58	6,218,696.58	3,475,920.41	2,549,482.64	12,244,099.63

[1] Before being divided into Camarines Norte and Camarines Sur.

Insular school buildings include: in Manila, the buildings at the Philippine Normal School and the Philippine School of Arts and Trades; in the Mountain Province, the buildings at the Baguio Industrial School and the Trinidad Agricultural School stock farm; in Nueva Ecija, the buildings at the Central Luzon Agricultural School; in Rizal, the buildings at the Philippine Nautical School and the School for the Deaf and the Blind.

Provincial school buildings include: in Cebu, the Eastern Visayan Normal School building; in Ilocos Norte, the Northern Luzon Normal School building; in Iloilo, the Western Visayan Normal School building; in Zamboanga, the Zamboanga Normal School building. (These normal schools are not for the benefit of one province only, but are for the benefit of neighboring provinces as well.)

No. 30.—*Insular, Provincial, and Municipal Expenditures for Public-School Purposes during the Period 1912 to 1923*

Year	Insular			Provincial	Municipal	Total
	Instruction and Administration	Public Works	Total			
1911-12[a]	₱3,906,455.95	₱348,066.39	₱4,254,522.34	₱277,272.43	₱2,211,091.36	₱6,742,886.13
1912-13[b]	3,991,034.73	479,836.22	4,470,870.95	386,421.10	2,455,660.18	7,312,952.23
1913 (6 months)[c]	2,391,688.41	401,185.16	2,792,873.57			2,792,873.57
1914	4,080,055.98	509,678.01	4,589,733.99	472,538.29	2,303,304.34	7,365,576.62
1915	4,174,106.54	731,189.62	4,905,296.16	443,166.96	2,164,813.69	7,513,276.81
1916	4,323,719.10	383,996.88	4,707,715.98	463,843.76	2,394,787.79	7,566,347.53
1917	4,800,205.84	376,582.58	5,176,788.42	431,018.20	3,614,514.70	9,222,321.32
1918	5,339,651.34	727,625.99	6,067,277.33	715,614.63	4,098,808.01	10,881,699.97
1919	8,460,538.20	1,626,911.72	10,087,449.92	468,124.58	3,715,552.05	14,271,126.55
1920	11,905,121.61	897,126.22	12,802,247.83	1,050,492.28	4,358,799.59	18,211,539.70
1921	14,117,005.29	196,820.06	14,313,825.35	3,278,606.40	4,709,286.54	22,301,718.29
1922	14,711,236.64	173,001.12	14,884,237.76	2,463,632.87	4,721,068.95	22,068,939.58
1923	14,440,716.69		14,440,716.69	2,657,264.74	5,104,551.06	22,202,532.49
Total	96,641,536.32	6,852,019.97	103,493,556.29	13,107,996.24	41,852,238.26	158,453,790.79

[a] July 1, 1911, to June 30, 1912.
[b] July 1, 1912, to June 30, 1913.
[c] July 1, 1913, to December 31, 1913.

No. 31.—*Operation Statement for 1924*

EXHIBIT A.—BALANCE SHEET, DECEMBER 31, 1924

	December 31—		Increase (+) Decrease (—)
	1924	1923	
ASSETS			
Fixed property:			
Land	₱689,912.27	₱643,907.57	+₱46,004.70
Public works and improvements	1,927,801.26	1,870,868.26	+ 56,933.00
Equipment	612,021.95	610,036.25	+ 1,985.70
Total fixed property	3,229,735.48	3,124,812.08	+104,923.40
Working assets:			
Supplies and materials	465,257.13	243,087.22	+222,169.91
Sales stock	41,220.08	63,679.15	— 22,459.07
Work in process	5,994.01	5,994.01	
Deferred charges	2,967.09	2,678.15	+ 288.94
Total working assets	515,438.31	315,438.53	+199,999.78
Current assets:			
Accounts receivable	3,764.36	4,337.98	— 573.62
Cash—			
In treasury	465,227.31	561,459.07	— 96,231.76
In hands of officers	39,823.09	46,150.18	— 6,327.09
Total current assets	508,814.76	611,947.23	—103,132.47
Total assets	4,253,988.55	4,052,197.84	+201,790.71
LIABILITIES			
Capital:			
Fixed capital (see Exhibit B)	3,229,735.48	3,124,812.08	+104,923.40
Current capital (see Exhibit C)	18,518.71	126,825.48	—108,306.77
Total capital	3,248,254.19	3,251,637.56	— 3,383.37
Treasury advances	515,438.31	315,438.53	+199,999.78
Current liabilities:			
Accounts payable	326,163.60	318,639.28	+ 7,524.32
Accrued leave	164,131.21	164,304.52	— 173.31
Undistributed collections	1.24	1,800.00	— 1,798.76
Insurance reserve		377.95	— 377.95
Total current liabilities	490,296.05	485,121.75	+ 5,174.30
Total liabilities	4,253,988.55	4,052,197.84	+201,790.71

No. 31.—*Operation Statement for 1924*—Continued

EXHIBIT B.—STATEMENT OF FIXED PROPERTY ACCOUNTS

	December 31—		Increase(+) Decrease(—)
	1924	1923	
Balance, December 31, 1923, 1922	₱3,124,812.08	₱3,118,682.65	+ ₱6,129.43
Inventory adjustments (deduct)	32.30	169.69	— 137.39
Balance, December 31, 1923, 1922, as adjusted	3,124,779.78	3,118,512.96	+ 6,266.82
Debits:			
Acquisition by purchase	129,599.58	11,829.76	+117,769.82
Acquisition by natural increment		1,360.00	— 1,360.00
Acquisition by interbureau transfer	2,708.94	10,627.82	— 7,918.88
Acquisition by construction	1,055.00	250.00	+ 805.00
Total debits and balances, December 31, 1924, 1923	3,258,143.30	3,142,580.54	+115,562.76
Credits:			
Dropped by sales	2,179.40	495.06	+ 1,684.34
Dropped by interbureau transfer	640.82	4,051.12	— 3,410.30
Dropped by transfer to local governments	30.59	636.83	— 606.24
Losses	2,204.04	4,423.71	— 2,219.67
Depreciation accruals	23,352.97	8,161.74	+ 15,191.23
Total credits	28,407.82	17,768.46	+ 10,639.36
Balance, December 31, 1924, 1923	3,229,735.48	3,124,812.08	+104,923.40

EXHIBIT C.—STATEMENT OF CURRENT CAPITAL ACCOUNT

		December 31—		Increase(+) Decrease(—)
		1924	1923	
Balance, December 31, 1923, 1922		₱126,825.48	₱124,090.73	+ ₱2,734.75
Credits:				
Allotment from public revenues		14,789,995.99	14,650,868.28	+ 139,127.71
Receipts from operation:				
Sales income	₱109,140.75			
Sales of fixed assets	2,706.23	111,846.98	121,774.08	— 9,927.10
Total balance and credits		15,028,668.45	14,896,733.09	+ 131,935.36
Reversion (deduct)		122,838.13	207,416.84	— 84,578.71
Total current capital		14,905,830.32	14,689,316.25	+ 216,514.07
Debits:				
Total expense current appropriation:				
Net expense	₱14,918,203.19			
Income reverted, considered as reducing expense	122,838.13	14,795,365.06	7,600,305.53	+ 7,195,059.53
Total expense, miscellaneous appropriation		102,937.70	7,047,828.00	— 6,944,890.30
Total expense		14,898,302.76	14,648,133.53	+ 250,169.23
Service and miscellaneous income (deduct)		10,991.15	85,642.76	— 74,651.61
Total net expense		14,887,311.61	14,562,490.77	+ 324,820.84
Balance, December 31, 1924 (see Exhibit A)		18,518.71	126,825.48	— 108,306.77

No. 31.—*Operation Statement for 1924*—Continued

EXHIBIT D.—STATEMENT OF APPROPRIATION ACCOUNT

Item	Fiscal Year 1924	Fiscal Year 1923	Increase (+) Decrease (—)
Authorization:			
New appropriation for the year	₱14,789,995.99	₱14,650,868.28	+ ₱139,127.71
Public-service appropriation, 1924, Act 3123; 1923, Act 3060	14,740,032.00	7,615,971.00	+ 7,124,061.00
Extension of free elementary instruction, Act 2782		11,035,984.00	—11,035,984.00
Reversion of authorization in excess of requirements	(5,877.87)	(29,958.38)	— (24,080.51)
Withheld by the Council of State from funds appropriated by Act 2782		(3,988,156.00)	—(3,988,156.00)
Appropriation for purchase of equipment by the Emergency Board Resolutions	24,501.24	17,027.66	+ 7,473.58
Bureau of Public Works allotment for repair of buildings	31,340.62		+ 31,340.62
Appropriation balances from prior year	126,825.48	124,090.73	+ 2,734.75
Appropriation and fund account, Act 3060 and Act 2997	5,369.07	2,634.32	+ 2,734.75
Appropriation for purchase, publication, and distribution of *The Junior Citizen*, Act 2937	835.67	835.67	
Appropriation for purchase and improvement of necessary land for Philippine Normal School and Philippine School of Arts and Trades, Act 2736	120,620.74	120,620.74	
Net authorization	14,916,821.47	14,774,959.01	+ 141,862.46
Conversions and balances:			
Appropriation charges	14,898,302.76	14,648,133.53	+ 250,169.23
Salaries	3,766,652.72	3,664,650.62	+ 102,602.10
Wages	91,248.26	87,357.67	+ 3,890.59
Travel expense of personnel	384,763.38	386,772.34	— 2,008.96
Freight, express, and delivery service	35,545.71	29,563.01	+ 5,982.70
Postal, telegraph, telephone, and cable service	31,891.37	30,565.54	+ 1,325.83
Illumination and power service	9,987.35	10,162.64	— 175.29
Miscellaneous service	7,505.17	7,050.76	+ 454.41
Rental of buildings and grounds	11,304.77	12,120.00	— 815.23
Consumption of supplies and materials	1,290,989.25	606,519.42	+ 684,469.83
Printing and binding reports, documents, and publications	14,240.69	23,000.00	— 8,759.31
Cash contributions and gratuities (other than to local governments)	170,787.56	52,719.03	+ 118,068.53
Travel expense of persons not Government employees	2,760.99	1,449.63	+ 1,311.3
Maintenance and repair (contract payment only)	35,200.14	4,168.74	+ 31,031.40
Purchase of equipment	26,661.88	11,829.76	+ 14,832.12
Purchase of public works	102,937.70		+ 102,937.70
Deterioration of supplies and sales stock	11,076.82	10,201.87	+ 874.95
Extraordinary losses		68.50	— 68.50
Cash contributions to local governments	8,881,499.00	9,683,109.00	— 801,610.00
Publication of a news review	23,250.00	27,425.00	— 4,175.00
Appropriation balances carried forward	18,518.71	126,825.48	— 108,306.77
Appropriation and fund account		5,369.07	— 5,369.07
Appropriation for purchase, publication and distribution of *The Junior Citizen*, Act 2937	835.67	835.67	
Appropriation for purchase and improvement of necessary land for Philippine Normal School and Philippine School of Arts and Trades, Act 2736	17,683.04	120,620.74	— 102,937.70
Total conversions and balances	14,916,821.47	14,774,959.01	+ 141,862.46

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No. 33.—*Total of Governmental Expenditures for Public-School Purposes*

A table showing Insular expenditures during 1924; Insular, provincial and municipal expenditures during 1923; Insular, provincial, and municipal expenditures during 1922; and increases or decreases in 1923 totals as compared with 1922 totals.

Nature of Expense		1924	1923	1922	1923 Totals Compared with 1922 Totals Increase (+) Decrease (—)
Insular expenditures for salaries, wages, and contingent:					
Balance forwarded, Act 3060	₱5,369.07				
Act 3123, 1924	14,740,032.00				
Emergency Board allotments	24,501.24				
Bureau of Public Works allotments for repair of buildings	31,340.62	₱14,801,242.93			
Balance forwarded, Act 2997, Acts 3060 and 2782, and Emergency Board allotments			₱18,671,616.98	₱16,785,100.82	+₱1,886,516.16
Deduct—					
Reversion of authorization in excess of requirement	5,877.87				
Net income automatically reverted to the Insular Treasury	122,838.13	128,716.00	4,230,900.29	2,073,864.18	+ 2,157,036.11
Net expenditure		14,672,526.93	14,440,716.69	14,711,236.64	— 270,519.95
Special appropriation		102,937.70		173,001.12	— 173,001.12
Total Insular expenditures		14,775,464.63	14,440,716.69	14,884,237.76	— 443,521.07
Provincial expenditures for public-school purposes (1923) (1922)			2,657,264.74	2,463,632.87	+ 193,631.87
Municipal expenditures for public-school purposes (1923) (1922)			5,104,551.06	4,721,068.95	+ 383,482.11
Total of governmental expenditures for public-school purposes (1923) (1922)		14,775,464.63	22,202,532.49	22,068,939.58	+ 133,592.91
Governmental expenditure for public schools per capita of population (11,556,390) (11,296,569)			1.921	1.953	— .032
Governmental expenditure for public schools per pupil, based on average monthly enrolment (1,019,382) (991,871)			21.78	22.249	— .469

No. 34.—*Insular, Provincial, and Municipal Expenditures for Public-School Purposes by Divisions*

A table showing, by divisions and for the Islands, Insular expenditures during 1924; Insular, provincial, and municipal expenditures during 1923; Insular, provincial, and municipal expenditures during 1922; and increases or decreases in 1923 totals as compared with 1922 totals.

Divisions	1924	1923				1922				1923 Totals Compared with 1922 Totals Increase (+) Decrease (—)
	Insular	Insular	Provincial	Municipal	Total	Insular	Provincial	Municipal	Total	
Abra	₱116,539.07	₱121,530.94	₱22,686.46	₱78,587.35	₱222,804.75	₱114,138.52	₱22,265.33	₱75,001.56	₱211,405.41	+ ₱11,399.34
Agusan	119,202.47	117,885.68	14,829.41	111,629.30	244,344.39	126,868.84	13,513.99	110,128.44	250,511.27	— 6,166.88
Albay	361,447.27	355,711.08	16,467.30	408,745.08	780,923.46	343,201.78	13,790.38	370,330.68	727,322.84	+ 53,600.62
Antique	190,498.47	196,743.93	7,946.08	190,743.32	395,433.33	213,425.73	6,205.35	201,558.41	421,189.49	— 25,756.16
Baguio			20,938.47		20,938.47		71,368.76		71,368.76	— 50,430.29
Bataan	85,142.42	82,478.46	7,963.56	115,656.15	206,098.17	92,725.95	5,952.29	98,546.16	197,224.40	+ 8,873.77
Batanes	26,274.67	23,244.89	1,735.42	16,405.46	41,385.77	17,452.00	9,955.67	16,101.72	43,509.39	— 2,123.62
Batangas	375,802.99	386,833.08	19,553.73	450,182.17	856,568.98	395,894.90	24,257.24	485,677.34	905,829.48	— 49,260.50
Bohol	414,446.17	415,441.58	16,299.10	411,134.74	842,875.42	439,574.39	18,655.51	407,602.16	865,832.06	— 22,956.64
Bukidnon	117,969.30	102,280.57	9,583.84	118,742.64	230,607.05	102,388.71	19,366.84	185,548.82	307,304.37	— 76,697.32
Bulacan	327,703.78	322,857.25	10,861.96	399,483.59	733,202.80	318,457.01	3,599.25	398,476.67	720,532.93	+ 12,669.87
Cagayan	286,381.57	296,620.31	7,159.25	313,039.37	616,818.93	290,951.94	30,612.26	272,944.50	594,508.70	+ 22,310.23
Camarines Norte	72,971.98	65,896.37	2,462.58	87,339.19	155,698.14	22,143.65	1,001.24	70,236.96	93,381.85	+ 62,316.29
Camarines Sur	269,975.17	271,290.42	14,803.59	229,840.10	515,934.11	319,903.36	15,316.70	236,517.90	571,737.96	— 55,803.85
Capiz	353,894.76	341,227.33	27,726.65	380,269.45	749,223.43	354,537.14	36,945.65	362,707.40	754,190.19	— 4,966.76
Cavite	229,824.99	245,178.62	9,003.83	233,399.28	487,581.73	253,513.96	8,856.57	234,458.58	496,829.11	— 9,247.38
Cebu	907,441.35	881,374.24	137,241.17	913,598.85	1,932,214.26	917,122.33	163,406.69	939,065.62	2,019,594.64	— 87,380.38
Cotabato	216,766.62	217,170.69	11,677.59	166,491.48	395,339.76	269,139.72	1,597.96	260,577.34	531,315.02	— 135,975.26
Davao	187,428.30	197,589.59	35,190.92	180,068.02	412,848.53	185,010.57	52,340.23	163,051.09	400,401.89	+ 12,446.64
Ilocos Norte	365,062.70	316,201.41	43,986.63	308,618.38	668,806.42	361,966.31	20,938.61	323,784.95	706,689.87	— 37,883.45
Ilocos Sur	359,644.14	352,587.40	13,948.69	371,597.76	738,133.85	383,754.93	13,650.50	342,361.36	739,766.79	— 1,632.94
Iloilo	602,949.31	611,990.30	32,903.06	684,121.11	1,329,014.47	598,121.08	34,998.23	720,832.13	1,353,951.44	— 24,936.97
Isabela	152,502.05	165,899.40	32,714.82	157,028.77	355,642.99	152,713.66	40,796.61	164,533.20	358,043.47	— 2,400.48
Laguna	270,605.67	258,841.28	10.131.64	387,528.45	656,501.37	297,924.79	10,416.07	508,093.72	816,434.58	— 159,933.21
Lanao	166,498.46	173,191.10	9,594.30	136,394.91	319,180.31	191,594.14	8,049.75	127,602.86	327,246.75	— 8,066.44
Leyte	629,174.51	617,860.52	69,201.83	605,851.54	1,292,913.89	654,897.77	17,574.30	537,572.21	1,210,044.28	+ 82,869.61
Manila	284,198.06	235,537.08	1,485,889.96		1,721,427.04	342,061.74	1,369,872.17		1,711,933.91	+ 9,493.13
Marinduque	85,095.76	80,536.74	5,493.23	88,321.19	174,351.16	76,554.27	3,563.96	94,958.42	175,076.65	— 725.49
Masbate	87,959.05	82,332.67	2,582.02	78,056.72	162,971.41	72,358.06	2,131.55	76,197.51	150,687.12	+ 12,284.29
Mindoro	125,268.65	122,264.59	18,530.10	107,814.31	248,609.00	125,033.26	15,518.49	120,075.77	260,627.52	— 12,018.52

Misamis	240,327.53	228,606.08	11,571.34	245,087.24	485,264.66	244,785.48	7,805.68	234,038.79	486,629.95	—	1,365.29
Mountain	364,282.62	354,944.73	93,952.32	278,465.12	727,362.17	360,126.40	77,169.42	265,851.16	703,146.98	+	24,215.19
Nueva Ecija	337,341.89	322,833.63	14,475.53	430,557.19	767,866.35	336,892.44	7,988.00	384,786.95	729,667.39	+	38,198.96
Nueva Vizcaya	108,862.01	101,825.17	32,582.81	54,933.68	189,341.66	105,000.92	44,301.62	64,976.28	214,278.82	—	24,937.16
Occidental Negros	451,154.55	435,288.05	26,466.09	663,333.52	1,125,087.66	437,713.11	26,827.24	588,966.47	1,053,506.82	+	71,580.84
Oriental Negros	307,825.98	306,278.05	12,519.66	280,550.79	599,348.50	307,307.54	17,016.38	283,048.25	607,372.17	—	8,023.67
Palawan	136,864.02	143,474.52	14,057.93	108,910.48	266,442.93	132,794.54	14,020.82	94,754.05	241,569.41	+	24,873.52
Pampanga	333,622.99	326,038.78	34,192.94	401,657.36	761,889.08	326,261.03	29,566.03	348,860.92	704,687.98	+	57,201.10
Pangasinan	713,235.24	701,383.72	69,575.13	1,095,449.85	1,866,408.70	888,208.92	33,490.18	907,223.81	1,828,922.91	+	37,485.79
Rizal	287,724.22	300,988.85	9,399.93	411,404.94	721,793.72	321,454.77	7,885.00	370,958.07	700,297.84	+	21,495.88
Romblon	96,777.08	99,687.71	23,275.85	92,593.45	215,557.01	89,909.79	6,872.57	85,842.18	182,624.54	+	32,932.47
Samar	427,888.90	444,794.56	19,493.73	405,464.22	869,752.51	431,246.44	32,902.48	406,436.53	870,585.45	—	832.94
Sorsogon	221,418.35	211,448.93	5,774.70	227,993.16	445,216.79	220,206.96	6,308.88	218,297.06	444,812.90	+	403.89
Sulu	243,022.17	247,646.77	17,240.68	193,447.51	458,334.96	253,541.44	20,902.77	201,404.02	475,848.23	—	17,513.27
Surigao	169,001.01	167,109.32	23,569.86	124,959.64	315,638.82	159,489.53	17,096.38	131,093.79	307,679.70	+	7,959.12
Tarlac	245,617.53	243,484.98	22,280.75	245,894.08	511,659.81	260,370.61	19,285.15	279,955.41	559,611.17	—	47,951.36
Tayabas	285,267.20	278,069.21	7,181.94	443,606.19	728,857.34	302,963.88	13,202.48	414,947.44	731,113.80	—	2,256.46
Union	292,602.11	308,489.79	10,336.43	280,964.14	599,790.36	311,799.68	6,901.08	256,971.62	575,672.38	+	24,117.98
Zambales	151,018.06	127,148.28	10,461.17	119,991.65	257,601.10	143,170.56	11,082.16	121,500.40	275,753.12	—	18,152.02
Zamboanga	237,357.08	239,075.74	79,748.76	213,155.82	531,980.32	279,020.89	80,990.40	187,771.53	547,782.82	—	15,802.50
Department of Mindanao and Sulu						21,488.48			21,488.48	—	21,488.48
General Office	316,656.78	344,396.85			344,396.85	346,689.80			346,689.80	—	2,292.95
Insular schools	544,901.04	475,249.72			475,249.72	485,585.31			485,585.31	—	10,335.59
Office of the superintendent of private schools	17,278.37	16,925.19			16,925.19	11,198.74			11,198.74	+	5,726.45
Allotments undistributed	476,648.62	564,347.38			564,347.38	249,419.48			249,419.48	+	314,927.90
Sales income and revertible receipts	(122,838,13)	(207,416.84)			(207,416.84)	(348,840.61)			(348,840.61)	—	(141,423.77)
Total for all divisions	14,672,526.93	14,440,716.69	2,657,264.74	14,049,108.71	31,147,090.14	14,711,236.64	2,538,132.87	13,752,228.21	31,001,597.72	+	145,492.42
Plus permanent improvements	102,937.70					143,836.79			143,836.79	—	143,836.79
Insular aid to provinces and to municipalities				(8,944,557.65)	(8,944,557.65)		(74,500.00)	(9,031,159.26)	(9,105,659.26)	—	(161,101.61)
Purchase, publication, and distribution of *The Junior Citizen*						29,164.33			29,164.33	—	29,164.33
Net expenditures	14,775,464.63	14,440,716.69	2,657,264.74	5,104,551.06	22,202,532.49	14,884,237.76	2,463,632.87	4,721,068.95	22,068,939.58	+	133,592.91

No. 35.—*Summary of Property Transactions and Statement of Sales*

A table showing, by divisions and for the Islands, a summary of property transactions and a statement of sales during the fiscal year 1924.

Item	On Hand January 1, 1924	Issued	Expended	Sold	On Hand December 31, 1924	Statement of Sales (Primary Textbooks, etc.)
Equipment:						
Abra	₱967.55	₱23.11	₱6.83		₱983.83	₱9,698.73
Agusan	182.60				182.60	2,729.02
Albay	1,243.10	28.35			1,271.45	15,313.90
Antique	1,078.35				1,078.35	9,167.27
Bataan	1,063.56				1,063.56	5,300.80
Batanes						1,055.10
Batangas	3.57				3.57	20,434.27
Bohol	1,674.18				1,674.18	20,419.70
Bukidnon	253.50				253.50	384.91
Bulacan	41.73				41.73	14,200.66
Cagayan	1,106.70				1,106.70	18,127.29
Camarines Norte	1,074.58				1,074.58	6,417.03
Camarines Sur	1,134.00				1,134.00	17,870.89
Capiz	2,727.93			₱81.25	2,646.68	21,198.10
Cavite	1,133.79		18.80		1,114.99	11,192.85
Cebu	1,130.81				1,130.81	44,248.61
Central Luzon Agricultural School	76,705.61	1,997.47	16,573.23	1,205.90	60,923.95	3,306.29
Cotabato	2,634.16				2,634.16	832.54
Davao						2,516.72
General Office	99,357.41	678.15	(6,239.28)	6,314.77	99,960.07	6,790.28
General Sales Department						193,698.46
Ilocos Norte	7,303.15	7.09	.83		7,309.41	21,119.35
Ilocos Sur	632.61		19.49		613.12	27,566.50
Iloilo	2,770.77				2,770.77	47,391.54
Industrial Museum	4,739.03		824.94	3.40	3,910.69	
Isabela	47.25				47.25	13,334.95
Laguna	255.78				255.78	23,241.15
Lanao	1,258.48				1,258.48	2,069.67
Leyte	6,157.44	21.62			6,179.06	20,595.36
Manila	40,533.70	3,509.94	6,906.55	6.28	37,130.81	75,389.29
Marinduque	96.82		27.44		69.38	7,321.08
Masbate	10,363.41	78.24	117.48		10,324.17	5,366.74
Mindoro	10.41				10.41	3,131.84
Misamis	1,055.78	13.76	13.65		1,055.89	12,597.08
Mountain	14,140.35	8.51	(1,776.86)		15,925.72	4,979.82
Nueva Ecija	15.12		15.12			22,890.64
Nueva Vizcaya						7,734.55
Occidental Negros	2,409.83				2,409.83	27,181.83
Oriental Negros	1,139.99			7.69	1,132.30	10,740.71
Palawan						4,290.65
Pampanga	1,030.97	98.55			1,129.52	13,711.05
Pangasinan	1,165.41				1,165.41	61,360.28
Philippine Nautical School	16,095.29	16.12	(166.59)		16,278.00	482.24
Philippine Normal School	56,665.54	3,215.19	177.24	139.33	59,564.16	22,438.95
Philippine School of Arts and Trades	101,183.28	647.24	62.35		101,768.17	7,585.21
Rizal	19.11		7.55		11.56	17,765.14
Romblon	60.40				60.40	5,912.19
Samar	10,169.35				10,169.35	15,126.83
Sorsogon	223.48				223.48	10,763.27
Sulu	1,530.54				1,530.54	2,958.83
Surigao						5,546.72
Tarlac	1,889.09				1,889.09	16,864.10
Tayabas	1,765.51	9.66	10.93		1,764.24	20,267.16
Teachers Camp	83,598.82	16,587.53	576.56		99,609.79	
Union	40.60		19.95		20.65	23,519.63
Zambales	12.96				12.96	7,968.48
Zamboanga	1,846.61				1,846.61	5,652.85
Total equipment	563,740.01	26,940.53	17,196.21	7,758.62	565,725.71	999,769.10

No. 35.—*Summary of Property Transactions and Statement of Sales*—Ctd.

Item	On Hand January 1, 1924	Issued	Expended	Sold	On Hand December 31, 1924	Statement of Sales (Primary Textbooks etc.)
Land	₱643,907.57	₱46,004.70			₱689,912.27	
Buildings, Philippine School of Arts and Trades	41,430.00				41,430.00	
Buildings and improvements	1,811,306.05	56,933.00			1,868,239.05	
Irrigation head-control, canals, and laterals	59,562.21				59,562.21	
Water-supply head-control, reservoirs, pumping stations, and conduits	4,866.24				4,866.24	
Consumable supplies	3,394,958.84	1,073,244.40	₱240,550.00	₱44,045.51	4,183,607.73	
Salable supplies	743,975.76	660,393.03	70,914.11	645,370.04	688,084.64	
Grand total	7,263,746.68	1,863,515.66	328,660.32	697,174.17	8,101,427.85	₱999,769.10

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THE GOVERNMENT OF THE PHILIPPINE ISLANDS
DEPARTMENT OF PUBLIC INSTRUCTION
BUREAU OF EDUCATION

TWENTY-SIXTH ANNUAL REPORT OF THE DIRECTOR OF EDUCATION

JANUARY 1, 1925, TO DECEMBER 31, 1925

MANILA
BUREAU OF PRINTING
1926

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10-30-1926

LETTER OF TRANSMITTAL

THE GOVERNMENT OF THE PHILIPPINE ISLANDS
DEPARTMENT OF PUBLIC INSTRUCTION
BUREAU OF EDUCATION

MANILA, *March 1, 1926*

The Honorable
The SECRETARY OF PUBLIC INSTRUCTION
Manila, P. I.

SIR: In compliance with the requirements of the law, I have the honor to submit herewith the Twenty-Sixth Annual Report of the Director of Education, which covers the calendar year 1925.

Very respectfully,

Luther B. Bewley

Director of Education

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TWENTY-SIXTH ANNUAL REPORT OF THE DIRECTOR OF EDUCATION

INTRODUCTORY STATEMENT

A Year of Progress

The calendar year 1925 has been one of steady progress in the public-school system of the Philippine Islands. The teaching personnel has been strengthened and higher standards have been set for supervisory and administrative positions, notably in the elementary schools; a new intermediate course of study and other publications have been issued; the measurement and research section of the academic division of the Bureau, organized in 1924–25, has proved very helpful during the past year in effecting educational tests and measurements for the better adaptation of the curricula; the percentage of pupils promoted has continued to improve; increased enrolment has been registered in the vocational schools and courses, which latter have all assumed increased importance; a number of new buildings has been constructed and the equipment generally improved; and a larger share of the burden of support of the secondary schools has been shifted to the provinces, so that the Insular Government has been able to give more support to the extension of elementary education.

Coöperation Received

The Bureau of Education has continued to enjoy the hearty coöperation and support of the public, of officials, and of the members of the Legislature, who sought to do everything for the schools that the limited resources of the Government permitted. Teachers and supervisors, too, displayed an excellent spirit of coöperation and of willingness to serve the best interests of all concerned.

Among the problems that still confront us are those in connection with the need for more normal and vocational schools; the enrichment of the curricula, rendered difficult by the comparatively shorter elementary course; the extension of elementary education in the barrios so as to increase the holding power of the schools; and the ever-present need for more facilities so as to be able to take care of all who seek admission to the schools.

Problems That Remain

Completion of the School Survey

The survey of the public schools, for which liberal appropriations were made by the Philippine Legislature in 1924, was completed in May, 1925. The report was submitted to the Secretary of Public Instruction and, in turn, to the Philippine Legislature for such action as might be found desirable.

ADMINISTRATION

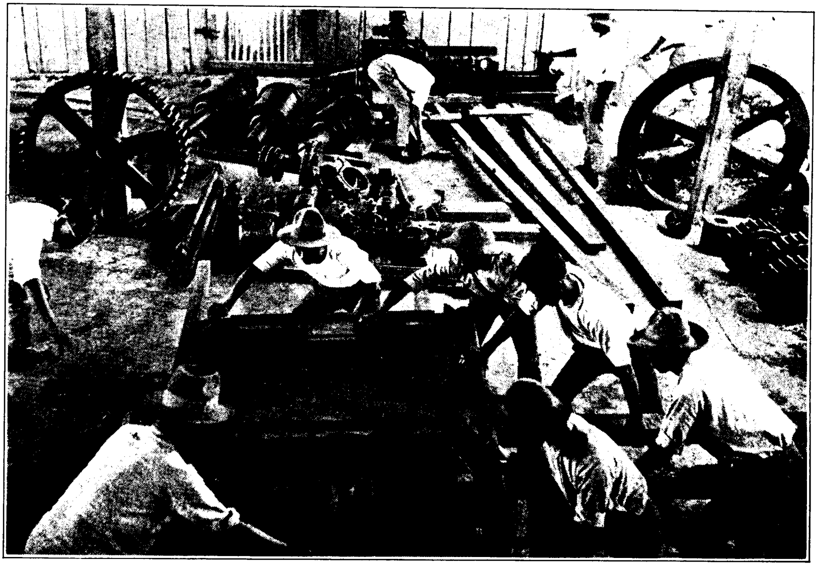
Steps to Strengthen the Elementary Principalships

Several administrative measures of importance were put into effect during the year, although none of these constituted radical changes in the organization of the schools. One of these measures made the demonstration of marked success as a classroom teacher and the possession of advance academic and professional preparation essential to promotion to an elementary-school principalship. It is believed that this will improve immeasurably the administration of the elementary schools.

Another administrative measure, related in part to the one just discussed, was adopted by this Office to effect during 1926 the transfer of a number of Insular teachers from the high schools to the elementary schools. This will permit the enrolment of additional pupils in the latter. Heretofore, it has been difficult to secure well qualified principals for elementary schools because of the low municipal salaries. Because of the transfer of a number of Insular positions from the high schools to the elementary schools, salaries should, in the future, be sufficiently high to attract more capable men and women to fill administrative and supervisory positions.

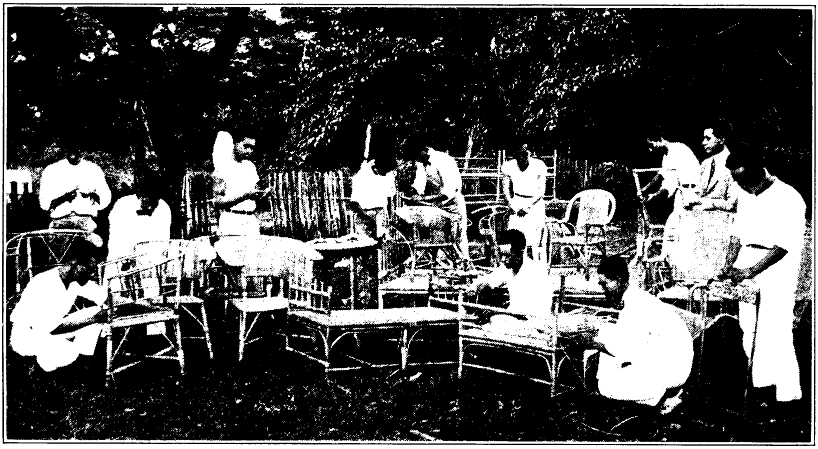
Simplification of Correspondence and Reports

For the purpose of bringing about a simplification of correspondence and reports, a preliminary study was made in 1924 of the paper work in the Bureau. The results of this study were embodied in a letter, dated November 19, 1924, to the Honorable, the Secretary of Public Instruction. Soon after the opening of schools in June, 1925, a committee was appointed to continue the study

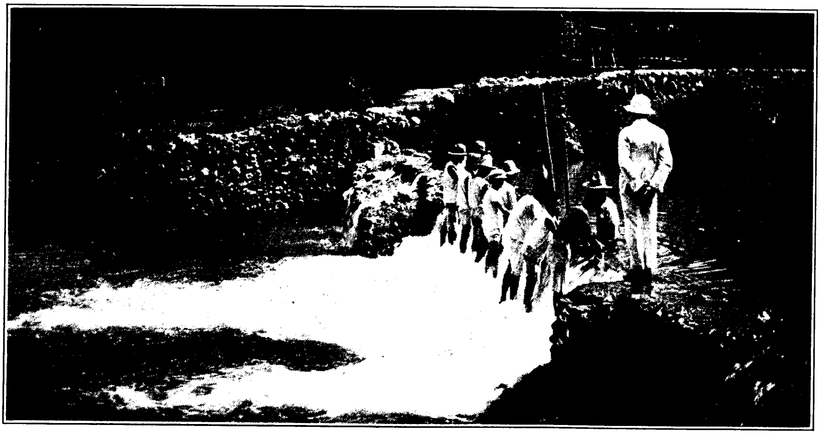


Students installing the sugar-cane mill, Central Luzon Agricultural School, Muñoz, Nueva Ecija

Milling sugar cane at the Central Luzon Agricultural School, Muñoz, Nueva Ecija



Industrial teachers making rattan furniture models at the Surigao Division Normal Institute



Student farmers closing dam to turn water to the rice fields, Batac Farm School, Ilocos Norte of this problem. As a result of the work of this committee, about twenty reports required of superintendents were discontinued, and a number of others were simplified. The use of labor-saving devices was extended, thereby minimizing the amount of time employed by administrative and supervisory officers in the preparation of correspondence. With the object of eliminating within the divisions all reports or parts thereof not absolutely necessary, division superintendents were directed to make a study of the reports submitted to their offices by supervising teachers and principals.

The Service Manual, which embodies the more or less permanent administrative regulations of the Bureau, was last revised in 1917. Addenda were occasionally issued until 1921 in an attempt to keep it up to date. During the latter part of 1925, work was started on a thorough revision, which it is hoped will be completed and ready for the field during the year 1926–27. The revised Service Manual will enable new appointees to administrative positions and teachers in general to become familiar with existing regulations and will, to some extent, lessen correspondence between division superintendents and the General Office, as there will be fewer chances for misinterpretation or oversight of current regulations.

Service Manual Revision Begun

It is the policy of the Directorate to require supervisors, superintendents, and inspectors of the General Office to spend the larger part of their time in supervision, for it is only in this way that administrative officials can keep in close touch with the schools. The limited traveling funds available made it difficult, however, to carry out this policy during the past year.

Supervision Stressed

The necessity of resorting to voluntary contributions for the continuance of some intermediate classes has developed into an embarrassing situation in connection with the administration of the school. This Office has not recommended approval of requests for authority to accept voluntary contributions for the purpose of opening new schools or classes. It has, however, favorably recommended those requests for authority to accept contributions for the continuance of classes already in operation and which would otherwise be closed, for the acquisition of buildings and sites, for athletic equipment, and for library books.

Difficulty of Eliminating Voluntary Contributions

How to Meet the Demands of Parents

During the school year 1924–25, more than ₱103,000 were collected by voluntary contributions for teachers' salaries. There are several serious objections to this practice. First, many school patrons claim that these voluntary contributions are tuition fees in disguise; second, irregularities in the collection and disposal of the money may result; third, voluntary contributions are a very unstable source of funds; and fourth, it is a highly undemocratic way of maintaining schools, since the burden is placed on a few, and the parent who is unable to give the "voluntary contribution" may find that his children have been denied access to school. In view of these objections, this Office has seriously considered the policy of disapproving any request for authority to collect voluntary contributions for teachers' salaries. There should be no objection to continuing, for the present at least, contributions for school buildings, sites, and equipment.

SUPERVISION

Supervision an Effective Means of Harmonizing Instruction

The value of supervision as an effective method of improving and harmonizing instruction was recognized by the Philippine school officials when the existing educational system was instituted. Since then the scope and the quality of supervision have been improved as fast as conditions permitted.

Percentage of the Total Population and School Population in School

Because municipal school funds were inadequate to support schools already in existence and as no additional funds were available, the school enrolment did not increase during 1925. Table 1 shows the school enrolment for five years as related to total population and school population.[a]

TABLE 1.—*Annual enrolment and percentage of total population and school population in school*

Year	Annual enrolment September	Total population	Percentage of population in school	School population	Percentage of school population in school
1920	911,986	10,455,180	8.72	2,751,363	33.15
1921	1,047,063	10,608,663	9.87	2,791,753	37.51
1922	1,073,858	10,773,925	9.97	2,835,243	37.88
1923	1,111,742	10,961,168	10.14	2,884,518	38.54
1924	1,111,566	11,142,412	9.98	2,932,216	37.91
1925	1,096,758	----------	----------	----------	----------

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[a] The figures for the total population were taken from the Statistical Bulletin for 1924, compiled by the Bureau of Commerce and Industry, and are based upon reports of births, deaths, immigration, and emigration. The school population has been estimated by dividing the total population by 3.8 as this was the ratio of children of school age (5 to 17 years) to the total population in 1918.

If the enrolment of 67,576 pupils reported as attending private schools is considered, the percentage of the total population in school in 1924 will be increased to 10.58 per cent and the percentage of the school population in school will be increased to 40.21 per cent.

The problem of adequate supervision will become more difficult as school attendance increases, unless funds are provided (1) to increase salaries and thereby improve instruction by causing better qualified teachers to enter and continue in the service; (2) for the establishment of teacher-training institutions in greater number; and (3) to develop a professional supervisory staff.

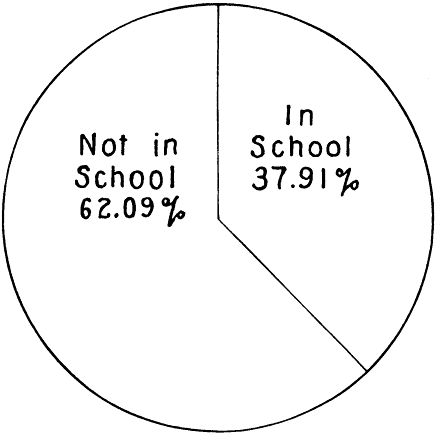


Fig. I.—Showing the percentage of children of school age enrolled in schools under the Bureau of Education as of September 1924

Figure I indicates how much remains to be accomplished in preparing all children to meet the demands of life.

Subordination of Administrative to Supervisory Duties

By the replacement of some of the weaker supervisors with men and women of greater ability and higher educational qualifications and by the reduction of administrative duties, the efficiency of supervision has been increased during the past year.

Since 1924 the following minimum standards, set up in that year by the General Office, have been followed as closely as possible in the appointment of supervising teachers: (1) completion of a secondary course; (2) eligibility as a junior teacher; (3) three years' professional experience if a graduate of a secondary course not a normal course; (4) two years' experience if a graduate of a four-year normal course; and (5) one year's experience if a graduate of the Philippine Normal School or the College of Education of the University of the Philippines.

Column four of Table 2 presents the educational qualifications of the supervisory field force as of August 1, 1925.

TABLE 2.—*Educational qualifications of Filipino teachers as of August 1, 1925*

Course completed	Number of teachers completing various courses			
	Elementary teachers	Secondary teachers and principals	Supervisors and elementary principals	Total
Grade seven or less	5,794	21	245	6,060
One to three years of a secondary course	10,864	49	458	11,371
Secondary course	5,092	91	523	5,706
One to three years college	770	336	327	1,433
Four years college or better	96	447	112	655
Total	22,616	944	1,665	25,225

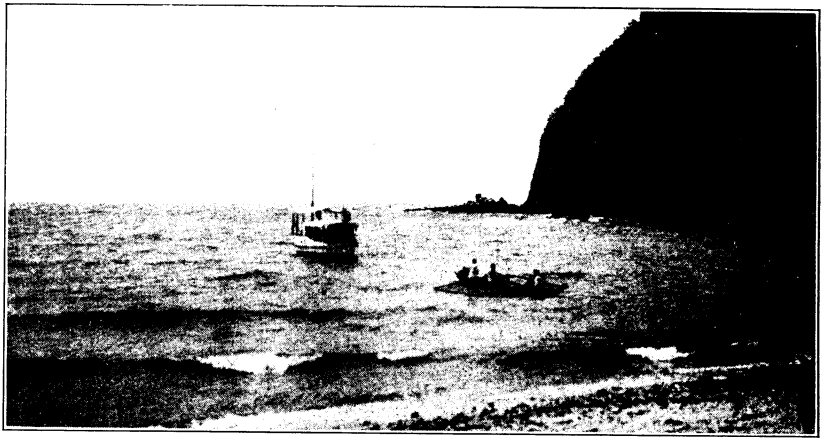
Minimum Requirements for Principalships

During the latter part of the year, instructions were issued to the field regarding the Insular appointment of principals. The minimum requirements for such appointment are the same as for supervising teachers, with the additional provision that the teaching experience must have been acquired in the elementary, preferably in the primary, grades. Although these requirements cannot always be followed in appointing principals of municipal status, they serve as a goal toward which all provinces should strive. The fourth column of Table 2 shows that 57.7 per cent of all supervisors and elementary school principals have completed at least a secondary course. Supervisors and elementary school principals who have completed a four-year normal course or one year or more of work of collegiate level represent 32.3 per cent of the total.

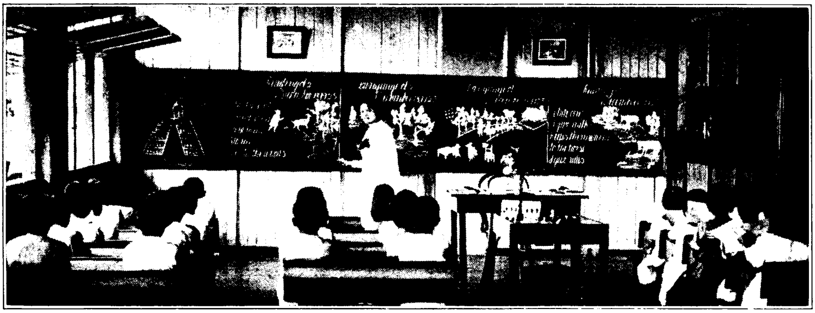
Additional Traveling Expenses Recommended

The efficiency of supervision depends to a great extent upon the amount of funds available for supervisors' traveling expenses. School enrolment in 1924 exceeded the enrolment in 1922, the number of supervising districts was greater, and more intense supervision was essential, but the travel allotment of 1924 was reduced by ₱10,000 from that allowed in 1922. This amount was replaced for 1926, but the aid to specially organized provinces was decreased accordingly to provide for the traveling expenses of supervising teachers who were transferred in those provinces from provincial to Insular status on January 1, 1926. Because of insufficient travel allotment, some supervisors are compelled to use the cheapest and lowliest means of transportation and to remain in their stations an excessive amount of time instead of visiting the remote and needy schools. That the present supervisory districts may be efficiently and

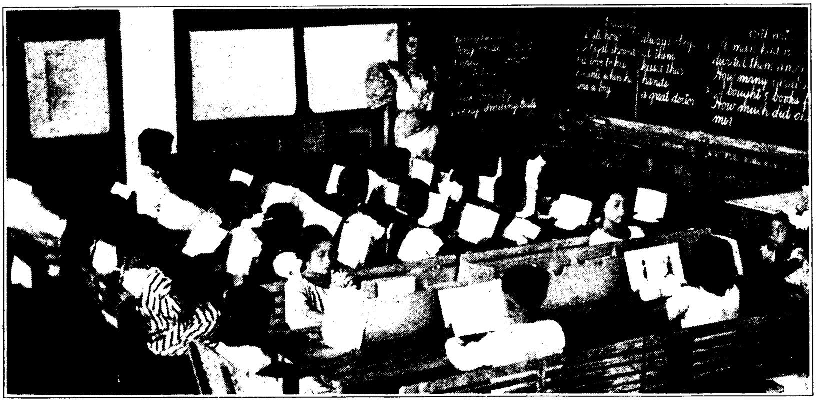
Supervisors on inspection trip to schools along Cotabato River



Leyte Division office launch used in inspection trips. Anchored off coast of Limasawa



Grade I-B, Central School, Infanta, Tayabas



Grade II, Balanga Elementary School, Bataan rapidly covered, it is recommended that additional funds adequate for the travel expenses of all supervisors be provided.

Reduction in Size of Supervising Districts Essential

Nearly one-fourth of the entire enrolment in the first three grades is to be found in barrio schools having no grade higher than Grade III.[a] Because of the size of the supervising districts, the barrio schools and the remote schools do not receive enough attention from supervisors and, hence, in these schools the percentage of failures and withdrawals from school is high. The standard of instruction could be raised and the percentage of failures and withdrawals thereby lowered if the supervising districts were made smaller, the number of supervising teachers increased, and the number of teachers under the jurisdiction of each supervisor reduced.

The 465 supervising districts vary widely in the number of municipalities, schools, and teachers included. Table 3 indicates the lowest, median, and highest number of schools and teachers of the elementary grades under the supervising teachers of the public schools.

TABLE 3.—*Schools and teachers in supervisory districts as of September, 1925—elementary grades*

Schools and teachers by districts	Lowest	Median	Highest
Schools	2	15	48
Teachers	4	47	125

It will be seen that one-half of the supervising teachers have forty-seven teachers or more to whom they are expected to give personal instruction and guidance, and fifteen schools or more which they are expected to visit at least once each month. One-fourth of the supervising districts have sixty-four teachers or more, and one-fouth have twenty schools or more. The impossibility of adequate supervision for schools isolated by mountains, rivers, or seas, is obvious. Progress has been made, however, in training elementary-school principals as supervisors. Classroom teaching is thereby improved, and the supervising teacher is free to spend a greater part of his time in schools other than the central schools.

Teachers in the Service

The total number of teachers of all classifications in the public schools in August, 1925, is shown in the following table:

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[a] See Table 17, page 25 of this report.

TABLE 4.—*Classification of classroom teachers, principals, and supervisors as of August 1, 1925*

Classification	American	Insular	Provincial	Municipal	Total
Elementary teachers	27	216	180	21,480	21,903
Elementary principals	4	280	25	1,436	1,745
Secondary teachers	213	475	314	94	1,096
Secondary principals	47	47	6	--------	100
Supervisors [a]	14	573	[b] 64	35	686
Total	[c] 305	[d] 1,591	589	23,045	25,530

[a] Includes supervising teachers, academic and industrial supervisors, and traveling model teachers.

[b] All but 6 are paid from Insular aid alloted to specially organized provinces and to provinces with non-Christian pupils.

[c] Does not include Director of Education, Assistant to the Director, and 40 Division Superintendents.

[d] Does not include Assistant Director of Education and 15 Division Superintendents.

Lack of Professional Training of Teachers makes Supervision Important

The problem of supervision is made more difficult because of the lack of professional training and experience of elementary teachers. Table 2 shows the educational qualifications of all teachers. Figure II shows the comparatively small number who have had professional teacher training.

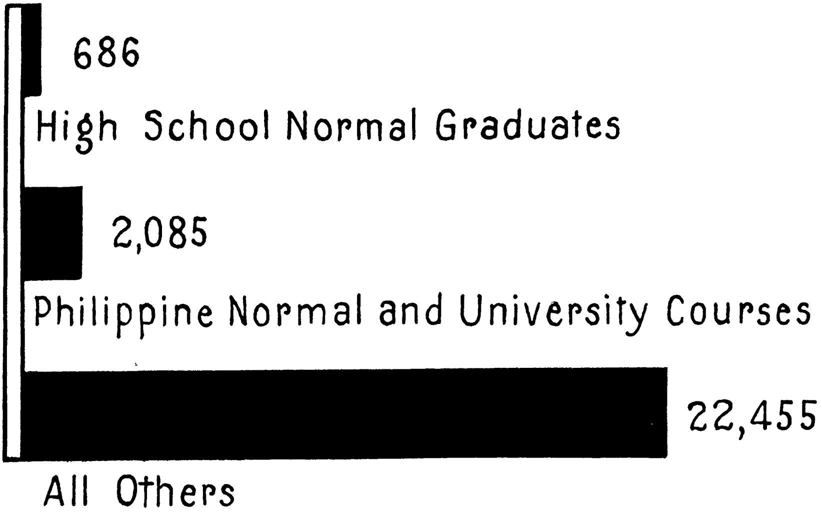


Fig. II.—Showing Filipino teachers who have completed a high-school normal course, the Philippine Normal Course, or one or more years of college or university courses, and all other teachers.

The present enrolment of 6,614 in the various normal courses, as shown by Table 43, must be increased many times before all classes can be provided with teachers who have completed at least a four-year, high-school normal course. Should the students who are at present enrolled in normal courses remain in school, graduate, and become teachers, and should the total number of teachers not increase in the next three years, there will be in June, 1929, approximately 62 per cent of the teachers who will not have a professional training equivalent to the completion of a secondary normal course. This lack of professional training can be remedied only by the establishment of additional teacher-training schools, which will be impossible until the prevailing financial situation is changed.

Rapid Teacher Replacement

The annual teacher replacement is another factor which complicates the task of supervision. Table 5 shows the number of Filipino teachers in the service in August, 1925, and the number and per cent of replacements necessary between August 1, 1924, and August 1, 1925.

TABLE 5.—*Filipino teachers in the service August 1, 1925, and teachers separated from the service since August 1 of the preceding year*

Classification	In the service	Separated	Percentage of replacement
Insular	1,591	155	9.74
Provincial	592	109	18.41
Municipal	23,042	5,481	23.79
Total	25,225	5,745	22.78

From this table it can be seen that the supervisors spend much of their time working with a constantly changing personnel, some of whom have had only an elementary education and others only a partial academic high-school training. The majority of these teachers do not remain in the service long enough for the schools to benefit from the training given by the supervisors.

Experience of Classroom Teachers

Table 6 shows the teaching experience of Filipino classroom teachers. This table includes all principals, as they do more or less classroom teaching.

TABLE 6.—*Teaching experience of Filipino classroom teachers, including principals, as of August 1, 1925*

Experience in years	Elementary	Secondary	Total	Percentage
Less than one year	3,454	139	3,593	14.67
One year	3,294	159	3,453	14.10
Two years	2,812	111	2,923	11.93
Three years	2,307	80	2,387	9.75
Four years	2,358	81	2,439	9.96
Five years	2,067	77	2,144	8.75
Six to 10 years	5,099	190	5,289	21.60
Eleven to 15 years	1,572	56	1,628	6.65
Over 15 years	592	43	635	2.59
Total	23,555	936	24,491	100.00
Median in years	3.96	3.74	3.95	----------

The difficulty of supervision when 28.77 per cent of all classroom teachers have had but one year or less of teaching experience is apparent.

Size of Classes

Table 7 shows the number and percentage of classes of various sizes in the different grades.

TABLE 7.—*The size of classes in primary, intermediate, and secondary grades as of July, 1925*

Size of classes	Number of classes	Percentage of classes
PRIMARY:		
More than 50 pupils	5,880	27.0
Thirty to 50 pupils	8,193	37.0
Less than 30 pupils	7,826	36.0
INTERMEDIATE:		
More than 42 pupils	2,160	50.0
Thirty to 42 pupils	1,324	31.0
Less than 30 pupils	802	19.0
SECONDARY:		
More than 36 pupils	1,189	79.0
Thirty to 36 pupils	166	11.0
Less than 30 pupils	158	10.0

As indicated in the table, a larger percentage of classes approach the maximum size than the more desirable medium size. Provinces having a high percentage of especially large classes should compare their percentage of promotions with the results of the achievement tests listed elsewhere in this report in order to determine the possible relation between the quality of instruction and large classes.

Holding Power of Schools over the Teachers

The power of the schools to hold their teachers depends largely on the economic conditions of the community and the possibilities for greater remuneration in other vocations. Many teachers remain in the service because of their love for the work. The high percentage of replacement and of teachers who have had but one or two years' teaching service is even more apparent when we consider that the total number of teachers has not increased in the past two years. As can be seen from Tables 8, 9, 10, 11, and 12, which show the range of salaries paid to teachers serving in various capacities, every province is making an earnest effort to raise the average salary paid to teachers.

TABLE 8.—*Monthly salaries of Filipino elementary classroom teachers (excluding principals) as of August 1, 1925*

Designation	Salary			Number of teachers
	Lowest	Median average	Highest	
Municipal	₱20.00	₱49.75	₱135.00	21,480
Provincial	25.00	64.02	165.00	180
Insular	[a] 60.00	97.89	200.00	217

[a] A temporary teacher in San Lazaro Hospital receives ₱25.

TABLE 9.—*Monthly salaries of Filipino elementary principals as of August 1, 1925*

Designation	Salary			Number of principals
	Lowset	Median average	Highest	
Municipal	₱34.00	₱65.18	[b] ₱155.00	1,436
Provincial	35.00	71.71	150.00	25
Insular	[a] 60.00	100.18	183.00	280

[a] A temporary principal in San Lazaro Hospital receives ₱25.
[b] One elementary principal of municipal rank in Manila receives more than this amount.

TABLE 10.—*Monthly salaries of Filipino supervising teachers as of August 1, 1925*

Designation	Salary			Number of supervising teachers
	Lowest	Median average	Highest	
Provincial	₱70.00	₱107.40	₱200.00	47
Insular	70.00	128.18	200.00	402

TABLE 11.—*Monthly salaries of Filipino secondary classroom teachers (excluding principals) as of August 1, 1925*

Designation	Salary			Number of teachers
	Lowest	Median average	Highest	
Municipal	₱58.00	₱99.51	₱140.00	94
Provincial	50.00	95.70	166.67	320
Insular	60.00	129.87	333.33	522

TABLE 12.—*Monthly salaries of Filipino secondary principals as of August 1, 1925*

Designation	Salary			Number of principals
	Lowest	Median average	Highest	
Insular	₱90.00	₱173.82	₱333.33	47

From the standpoint of a living wage or of the requirements and responsibilities resting upon teachers, their salaries are far from adequate. The act of the Legislature which provides for pensions for teachers upon retirement has kept in the service many highly efficient teachers and supervisors who might otherwise have been drawn into other more remunerative professions.

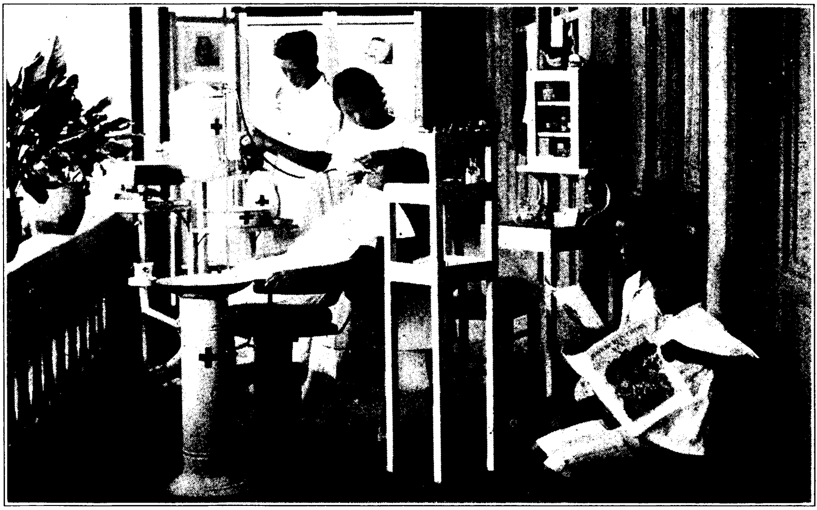
Methods of In-Service Teacher Training

Since the most important factor in effective supervision is well-trained teachers, various means have been employed to give in-service training. The annual normal institute, held during May and June, has been during past years of vast benefit to new teachers and to those who have not given satisfactory service. Recently in several divisions, the old type of institute has been replaced by short, mid-year institutes limited to one municipality or one supervising district. To enable supervisors, principals, and teachers to obtain new ideas and fresh inspiration they are permitted to visit at different times during the year other districts and other provinces. To make it possible for teachers to do work toward a secondary diploma, several summer schools have been conducted during the long vacation. The work of one summer session is equivalent to that of one semester in the regular session. In the 1925 summer classes at Baguio, Cavite, and Cebu, 284 teachers were enrolled in first-year subjects, 564 in second-year, 168 in third-year, and 51 in fourth-year subjects.

Health and Efficient Instruction

Various health agencies, realizing the close relation between the health of pupils and teachers and efficient instruction, have coöperated during the year to improve the possibilities by which pupils could progress more rapidly. Ten provinces have a supervising teacher of hygiene and sanitation. The provincial health officials, the Senior and Junior Red Cross nurses, and the school teacher-nurses are working in harmony on a program of health training. Figure III shows the extent to which these agencies have been able to reach school pupils.

Mabini Intermediate School Clinic, Manila



Junior Red Cross Dental Clinic, Cebu, Cebu

Local School Board, Sampaloc, Tayabas

Health Officer vaccinating school children, Parang, Sulu

That the number of health agencies is far from adequate can be readily understood when it is stated that the ratio of health inspectors to pupils is 1 to 785. There were 424 school dispensaries reported. Trained nurses were in charge of 26 of these dispensaries, and teachers were in charge of 398. The work of the Junior Red Cross has received the earnest support of all teachers and pupils, even in the remotest provinces, for the Junior Red Cross long ago proved that the value of its work could not be estimated. Of the 53 school divisions there were but 12 that were not reached at some time during the year by one or more Junior Red Cross dentists. The activities of the Junior Red Cross from January 1 to December 31, 1925, may be summed up as follows:

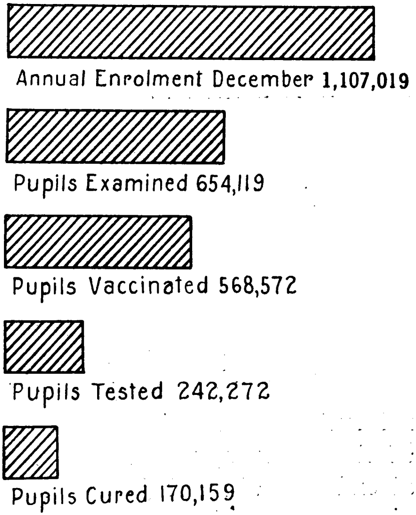


Fig. III.—Showing the accomplishments of health agencies in schools in 1925

Estimated number of children signing the membership roll	1,059,828
Contributions of schools to Junior Red Cross	₱207,018.43
Number of dentists working	73
Number of school children inspected by dentists	233,738
Number of school children treated by dentists	200,489
Per cent of school children inspected by dentists based on annual enrolment for September, 1925	21.31
Per cent of school children treated by dentists based on the annual enrolment for September, 1925	18.28

Immediate Need of Health Supervision

Adenoids, affections of the eyes, defective hearing, malnutrition, and other bodily ills prevent normal progress and contribute to retardation, over-ageness, unruliness, and delinquency. In spite of this fact, health training and medical examinations for the school children of the Philippines have received negligible attention. Valuable work has been done by the Junior Red Cross dentists, the teacher-nurses, provincial health officers, and by Senior Red

Cross nurses, but only in Manila has there been any attempt to conduct regular school clinics. Every province should have a school physician and several nurses. Appropriations for salaries, traveling expenses, and medical supplies for a nurse in each school division is a recommendation which should have immediate attention.

ELEMENTARY SCHOOLS

Increase in Elementary Promotions

In estimating the progress made in elementary education during the past year, the fact that the number of pupils promoted and the percentage of promotions based on the monthly enrolment for March, 1925 have increased, although the enrolment was less than that of the preceding year, is outstanding. The increase in promotions indicates efficient and intense instruction; the decrease in enrolment is the result of retrenchment necessary due to the lack of financial support and the closing of schools in which the attendance did not justify maintenance. The following table gives comparative figures on elementary enrolment and promotions:

TABLE 13.—*Comparative elementary enrolment, promotions, and percentage of promotion for four years*

School year	Number of pupils promoted	March monthly enrolment	Percentage of pupils promoted based on March monthly enrolment
1921–22	623,976	897,403	70
1922–23	634,325	906,734	70
1923–24	663,849	914,967	73
1924–25	686,400	908,579	76

Number of Schools, Teachers, and Pupils

As will be noted from Table 14, the number of elementary schools and teachers was less in September, 1925, than in the same month in 1924. This may be accounted for by the fact, as stated above, that many barrio schools have been closed because the number of children of school age in the barrio was too small to justify continuing the school, although when established it benefited a large school population.

TABLE 14.—*Number of primary and intermediate schools and teachers as of September, 1924 and 1925*

Schools and teachers	September, 1924	September, 1925	Increase (+) or decrease (—)	Percentage of increase (+) of decrease (—)
Number of schools:				
Primary	6,550	6,190	— 360	—5.5
Intermediate	1,110	1,146	+ 36	+3.2
Total	7,660	7,336	— 324	—4.2
Number of teachers in these schools:				
Primary	19,041	18,035	—1,006	—5.3
Intermediate	5,704	5,772	+ 68	+1.2
Total	24,745	23,807	— 938	—3.8

Table 15 shows that the annual enrolment, average monthly enrolment, and average daily attendance for September, 1925, are less than for the preceding September. This decrease has been explained above. A further decrease may be expected next year if the same conditions prevail.

TABLE 15.—*Primary and intermediate enrolment and attendance as of September, 1924 and 1925*

Enrolment and attendance	September, 1924	September, 1925	Increase (+) or decrease (—)	Percentage of increase (+) of decrease (—)
Annual enrolment:				
Primary	888,825	861,535	—27,290	—3.1
Intermediate	173,290	179,860	+ 6,570	+3.8
Total	1,062,115	1,041,395	—20,720	—2.0
Monthly enrolment:				
Primary	857,114	834,497	—22,617	—2.6
Intermediate	166,436	172,711	+ 6,275	+3.8
Total	1,023,550	1,007,208	—16,342	—1.6
Average daily attendance:				
Primary	794,187	780,505	—13,682	—1.7
Intermediate	156,854	163,506	+ 6,652	+4.2
Total	951,041	944,011	— 7,030	—.74

Acceleration by Mid-Year Promotions

With the enrolment remaining about the same as in previous years, there has been during the past year a continuous emphasis upon the improvement of instruction and mid-year promotions. As a result, the per cent of pupils promoted during the year varies by provinces from .02 to 12.7 per cent; the total for the Islands, based on the March, 1925 monthly enrolment, being 1.54 per cent.

Table 16, giving the results of a study carried out in one province, shows that when pupils are carefully selected for mid-year promotion, the percentage of promotion for these pupils the following March is most satisfactory. A similar study is recommended for other provinces.

TABLE 16.—*Results in one province of acceleration by means of mid-year promotions*

Year	Number accelerated in August and September	Number who dropped out before the close of the year	Number who failed	Number who passed in March	Percentage passed of those examined
1923-24	253	23	11	219	95
1924-25	238	28	6	204	97

Sectioning of Pupils

In many districts the elementary pupils are now grouped in sections according to their ability. For the purpose of making the classification as objective as possible, local tests were devised and used. Verbal, local dialect tests have proved very satisfactory in the classification of first-grade pupils. In some cases primary pupils have been seated so as to place those needing individual attention under the direct observation of the teacher. It is recommended that supervisors and administrative officers make special studies of the results obtained in sections in which pupils are grouped and seated according to ability as opposed to the results obtained in sections in which the pupils are not so grouped.

Problems of Retardation

In attempting to stop the wastage caused by retardation among the elementary school children, this Office has caused two extensive, age-grade studies to be made, the first of which was discussed in the last annual report. Figure XIV on page 49 of this report shows the results of the second study. In an attempt to effect a remedy for retardation, the problems involved are now being studied from the standpoint of the loss in years to the pupil, the expense added to the cost of education, and the crowding of the schools with repeaters.

Until certain contributing factors are eliminated, the Bureau of Education will continue to be taxed by the problem of retardation. Chief among them is the lack of financial resources sufficient for the maintenance of schools adequate in number and scope. Because there are not enough schools for all children of school age, parents send the older children first. For this

Class in plain sewing, Numancio Elementary School, Numancio, Capiz

Class in cooking, Cebu Intermediate School, Cebu

Mohammedan elementary school girl's chicken project, Parang, Sulu

School girls making hats at Lucban, Tayabas reason the first grade is filled with children who are from one to three or more years older than the normal grade age. Lack of funds causes the establishment of many incomplete primary schools. Many pupils rather than enter a higher grade in some other barrio or distant central school drop out of school, some for several years, others permanently. This causes over-ageness in all grades.

Table 17 represents data collected during the year for September, 1924, and records the number of pupils who were prevented from attending higher grades in their own locality.

TABLE 17.—*Enrolment in incomplete primary schools* [a]

Monthly enrolment September, 1924	Grade			
	One	Two	Three	Total
Pupils in schools where the highest grade was the second grade or less	55,971	30,840	-------	86,811
Pupils in schools where the highest grade was the third grade	36,445	23,403	20,927	80,775
Total	92,416	54,243	20,927	167,586

[a] Batanes not included.

The monthly enrolment in the first three grades for all schools for this period was 719,038, of which 23.3 per cent lacked the opportunity for training above grade three. It is essential that complete primary courses be organized as fast as funds, number of teachers, and other conditions will permit, so that all children may have the opportunity to complete the fourth grade at least. The following statement is quoted from a report of one division superintendent:

> I question the wisdom of opening barrio schools for grades one and two without provision for making these at least complete primary. I have discovered by experience that in isolated barrio schools where grade two is the highest grade prescribed less than ten per cent of the pupils enrolled ever attend school in other places.

The necessary closing of many small barrio schools during the past few years bears out the truth of the statement. Similar conditions exist wherever the elementary department in central schools is incomplete, for very often children drop out for several years waiting for the upper grades to be organized. In March, 1925, there remained 352 municipalities and municipal districts having no intermediate classes and 233 others having incomplete intermediate schools, or, at the close of the 1924–25 school year, nearly forty-nine per cent of the municipalities and municipal districts did not have facilities for a complete elementary education. Figure IV indicates the large percentage of children in the lower grades, the relatively small percentage in intermediate grades, and the small percentage in the secondary years.

Table 18 contains comparative data for 1925 and five years previous and indicates a slight but gradual improvement in the holding power of the schools.

TABLE 18.—*Percentage of enrolment in primary, intermediate, and secondary schools for six years*

Year	Percentage of monthly enrolment for September in		
	Primary	Intermediate	Secondary
1920	86.52	11.50	1.98
1921	85.21	12.47	2.32
1922	83.31	13.66	3.03
1923	81.93	14.43	3.64
1924	80.03	15.54	4.43
1925	78.70	16.29	5.01

Withdrawals from School

Sixteen divisions, in which studies have been made, have reported retardation as indicated in Figure V, page 35 of this report. As retardation because of late entrance or lack of room tends to decrease in the upper grades, retardation because of withdrawal before the end of the school year due to physical, social, financial, and other factors tends to increase. The following table shows the number of pupils who have dropped out of school during recent years:

TABLE 19.—*Number and percentage of pupils withdrawing from elementary grades during four school years*

School year	March annual enrolment	March monthly enrolment	Loss	Per cent of loss
1921–22	1,052,387	897,403	154,984	15
1922–23	1,069,148	906,734	162,414	15
1923–24	1,091,421	914,967	176,454	16
1924–25	1,080,619	908,579	172,040	16

This per cent of loss is not confined to the primary grades as might be inferred upon first thought. A large loss is to be noted even in grade five, as indicated by Table 20, which shows the number of pupils who dropped out of school in each grade for the school year 1924–25.

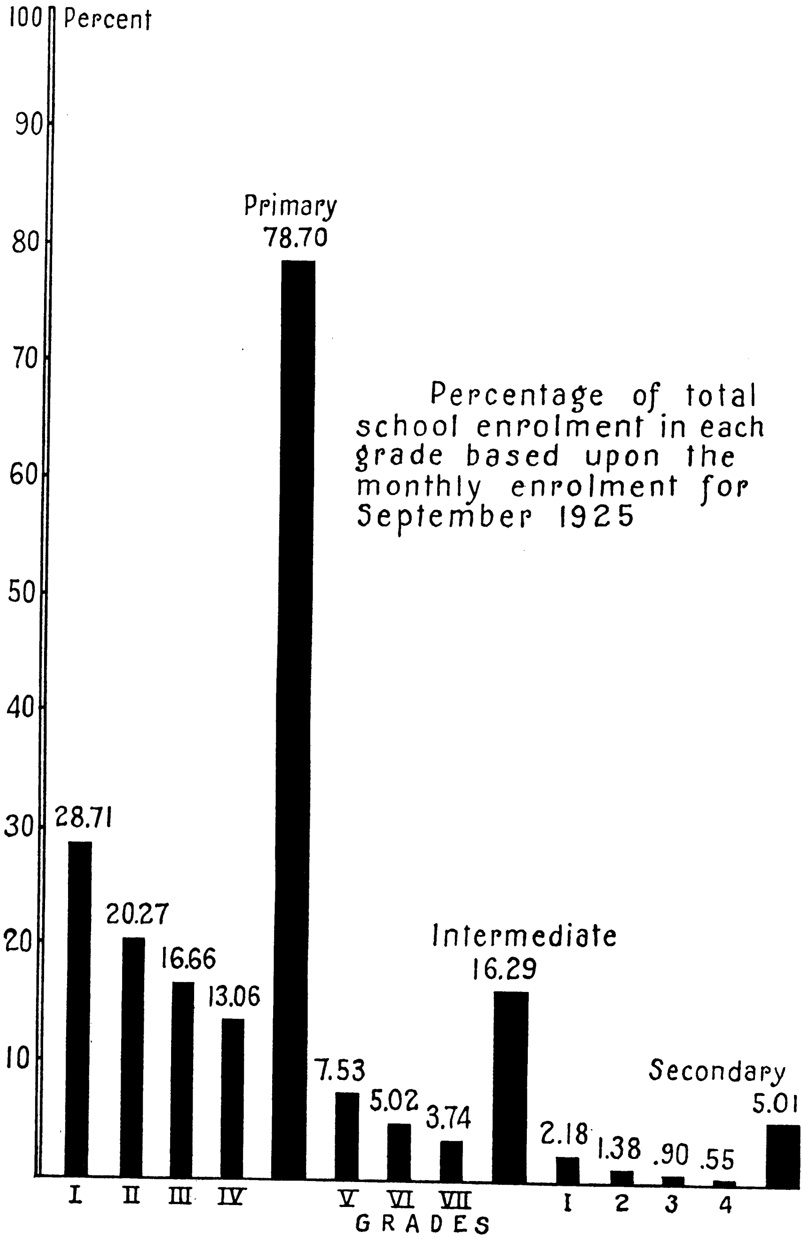

100 Percent
90
80
70
60
50
40
30
20
10
Primary
78.70
Percentage of total school enrolment in each grade based upon the monthly enrolment for September 1925
28.71
20.27
16.66
13.06
7.53
5.02
3.74
Intermediate
16.29
2.18
1.38
.90
.55
Secondary
5.01
I
II
III
IV
V
VI
VII
1
2
3
4
GRADES

Fig. IV

TABLE 20.—*Percentage of pupils who dropped out of school in each of the elementary grades for the school year 1924–25*

Grade	Per cent of pupils dropped	Grade	Per cent of pupils dropped
I	17	V	17
II	15	VI	13
III	17	VII	11
IV	17		

The Reduction of Retardation an Important Task

Much could be said as to other pertinent causes of overageness and retardation. It is urged that the problem be studied thoroughly and every effort made to remove the causative factors for this tremendous loss among elementary pupils.

Supplementary Reading Materials

Since 1920 the General Office has been supplying elementary schools with supplementary readers. The Bureau cannot furnish readers in sufficient quantities to provide pupils with all the supplementary material needed. Schools are expected to fill out sets by local purchase or to purchase additional sets listed in library lists and academic bulletins. If the books are properly shifted from teacher to teacher, it will be possible for each class to have access each year to a number of readers other than the basic text. In addition to the supplementary readers mentioned above, there is still in the field a large number of the old basic texts in reading. Instructions have been issued that they are to be used as supplementary material when they are not needed as basic texts.

Elementary School Libraries

Elementary school libraries continue to increase in size and usefulness. Table 21 is based on the December annual enrolment for 1923, 1924, and 1925 and shows the number of books in school libraries and the number of books per pupil.

TABLE 21.—*Increase in elementary libraries, books, and books per pupil for a three-year period*

Year	Number of libraries	Number of books in such libraries	Books per pupil
1923	2,959	492,323	.45
1924	3,067	548,334	.51
1925	3,721	600,205	.57

As the pupils develop in skill and power to interpret the printed page as a result of the increased attention to silent reading, the school library will function more nearly according to its purposes. The problem of discovering what books children read and like to read should receive the attention of all supervisory officials. Such studies would be helpful in the purchase of additional books.

Bureau of Education Publications for Elementary Schools

Numerous publications have been printed and distributed for use in the elementary schools. The revised intermediate course of study was ready for the opening of schools in June. A new edition of "Food Selection, Diet, and Home Nursing," for use in the seventh grade, was ready in April. Bulletin 31, (Revised) "School and Home Gardening," by North H. Foreman, and "Housekeeping," by Butts are being revised and reprinted. Mimeographed supplements to the primary, intermediate, and professional library lists were issued in June and July. Other publications contemplated or in the process of preparation are a course of study in music, a course of study for farm schools, a revision of the curriculum for specially organized provinces, and a complete revision of the Service Manual.

Special Emphasis on Silent Reading

In the elementary schools the improvement of silent reading has been stressed and emphasized this year. Teachers, supervisors, and administrators are reading professional material; are testing, experimenting, and attempting to keep pace with the great amount of literature and scientific research on the subject. The task of the school is doubly hard in that it must establish skill in reading and then supply practically all of the material for reading, both the work type and the recreatory type, because the pupils, even after they have acquired a working knowledge of spoken and written English, have few opportunities outside of the classroom to use their reading ability.

The Goal To Be Attained in Silent Reading

Tentative speed standards have been set up as a goal in reading. Teachers are making use of graphs and charts to show class and individual progress in speed and comprehension and to encourage individual competition with previous records. Untrained classroom teachers increase the difficulty of the silent reading program. Unless guided, the teacher without training will make testing for speed and comprehension the end of silent reading rather than a means of diagnosing individual difficulties and then putting into effect a remedial program.

Pupils are being urged to read library books, and, to that end, classroom reading tables are encouraged. When each child becomes an independent silent reader, one or two complete sets of supplementary readers for each grade, a large number of small sets for group work, and a still larger number of single copies can then be provided.

Greater Use of Objective Test Questions

The old type of final examinations has been eliminated. Tests of the objective type have been instituted, but their use is still in the experimental stage. With such examinations the teacher's opinion is less of a factor, and the child is able to estimate his own achievement of the unit of work set up for his grade.

Industrial Training to Discover Interests and Aptitudes

The elementary schools offer a certain amount of industrial training to all pupils to aid them in discovering their own abilities, to give them certain mechanical skill, and to encourage the exploration of a number of fields to determine natural aptitudes, likes, or dislikes. It must be remembered that all primary children above the first grade and all intermediate pupils of the general course have an adequate amount of industrial training.

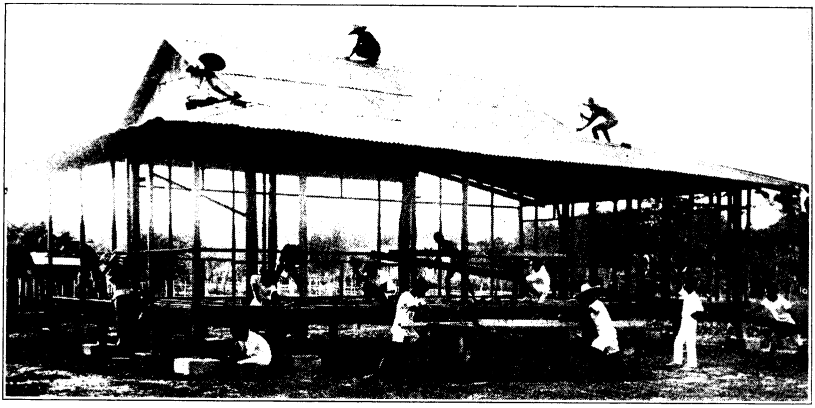
The trade-course and farm-course enrolment includes the pupils in the trade course which is given in twenty-six schools of intermediate grade and in the farm course in twenty-eight schools of intermediate grade. It does not include, however, the 290 settlement farm schools which have a special course in farm work and are attended largely by primary pupils. That the percentage of pupils enrolled in the intermediate special vocational courses has decreased slowly during the past six years is not alarming because (1) younger pupils enroll now than in former years, and they are not physically able to take up vocational training, and (2) the enrolment in secondary vocational courses is rapidly increasing. The general course gives the boys and girls enrolled some training in gardening, manual training, needlework, housekeeping, and handiwork of various kinds, thereby enabling pupils to discover particular interests which may affect their choice of a secondary school.

Types of Industrial and Vocational Training

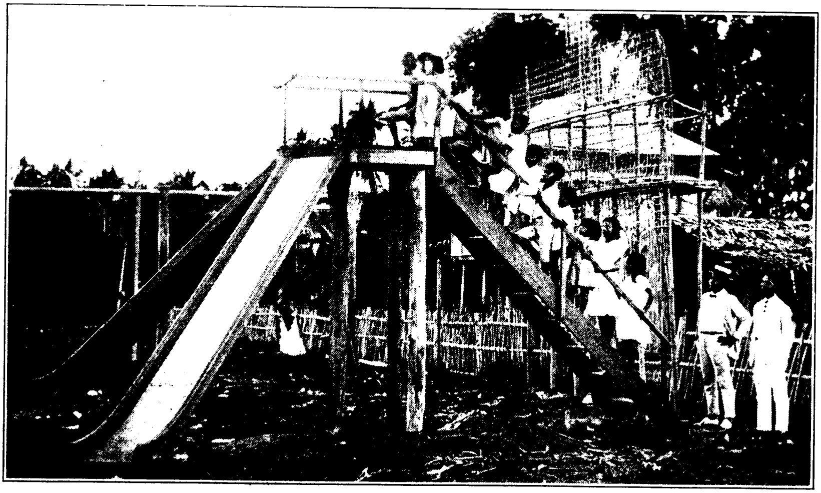
The pre-vocational work in elementary schools consists of various types of industry. The following table shows the total number of elementary and secondary pupils enrolled in the different industrial

Pandan Elementary School Garden, Ilocos Sur

Home project in pig raising, Indan, Camarines Norte



Boys of Grades V to VII constructing domestic science building, Victoria, Tarlac



The slide is popular on the Lopez Elementary School playground, Tayabas and vocational courses, with the exception of agriculture, and the estimated value of the production in each course:

TABLE 22.—*Industrial production for 1924–25 (excluding agricultural production)*[a]

Industrial production for the school year 1924–25		
Courses	Pupils enrolled	Estimated value
Embroidery and lace-making	149,290	₱248,928.46
Basketry	95,121	161,855.53
Municipal shop	13,287	123,966.11
Provincial trade school	3,312	264,814.08
Provincial shop	564	23,659.26
Miscellaneous	94,469	161,840.95
Total	356,043	985,064.39

[a] Includes secondary production.

Relation of Schools and Food Production

The training of pupils to produce food and the dissemination of information regarding such production are vital functions of the public schools. Table 23 indicates the importance of gardening to the communities served.

TABLE 23.—*School and home gardens and nurseries for the school year 1924–25*

School and home gardens and nurseries, 1924–25	Primary	Intermediate	Secondary	Total
Number of schools with gardens	5,535	894		6,429
Number of pupils with home gardens	123,222	27,355		150,577
Estimated area of school and home gardens				2,547
Estimated market value of products raised in				₱892,901.33
Number of schools with nurseries	2,866	676	15	3,577
Number of trees in nurseries at the end of the year				282,588

In addition to the production indicated in the above table the agricultural production by elementary pupils enrolled in provincial farm and settlement schools and in some cases in agricultural schools should also be considered. Table 42, in the discussion of vocational schools, includes both secondary and elementary enrolment in the special schools indicated.

The School and the Home

During the school year 1924–25, there were 1,766 boys' and girls' agricultural clubs with a total membership of 30,578 pupils. The data below show how important these agricultural clubs are to the economic welfare of these islands.

Number of boys' and girls' agricultural clubs		1,766
Number of club members (total)		30,578
Garden	9,543	
Hog	2,669	
Poultry	12,455	
Fruit	3,222	
Corn	316	
Cooking	2,373	
Number of hogs owned by members		6,535
Poultry owned by members		282,307
Total value of products from projects		₱432,173.19

THE ACADEMIC SECONDARY SCHOOLS

Since their organization the secondary schools have been maintained largely by the Insular Government. In recent years provincial governments have aided to some extent, as will be noted by Figure XVI on page 56, but that the burden of the support of the academic secondary school must fall more completely on the provincial government is certain. In many provinces the burden has been shifted to the parents of the students in the secondary schools. Between June and December, 1925, sixteen provinces were authorized to collect tuition fees, ranging from four pesos to twenty-five pesos, from secondary students. Three other provinces collected tuition fees from only the students who were non-residents of the province. This Office does not recommend this method of support for secondary academic schools because by it the children of many poor families are prevented from receiving the free public education to which they are entitled. As taxation is the only just means of school support, an adequate provincial school tax has for many years been recommended. With all the facilities available at the opening of classes in June, 1925, there were 2,583 students who were refused admittance because of lack of room, teachers, and appropriations. Nearly three-fourths of these students were new students. Repeaters made up the other fourth.

Increase in Enrolment

The March monthly enrolment in all types of secondary schools has more than tripled in six years. See Table 24. The enrolment in vocational courses has had even a greater percentage of increase. As the general course was organized much earlier than the vocational courses, a number of years must elapse before the two enrolments approach approximate equality.

TABLE 24.—*Enrolment and percentage of increase in the combined secondary courses for six years based on the monthly enrolment for March*

	MARCH MONTHLY ENROLMENT
1919–20	13,787
1920–21	15,938
1921–22	22,060
1922–23	29,674
1923–24	37,091
1924–25	45,009
Percentage of increase or decrease of 1924–25 over 1919–20	+226

Small Percentage of Total School Enrolment in Secondary Schools

In spite of the rapid percentage of increase in secondary enrolment, the bulk of the total school enrolment remains in the elementary schools. Figure IV on page 27 shows that in September, 94.99 per cent of the total enrolment were in the elementary grades, 78.70 per cent of the total being in the primary grades. Only 5.01 per cent of the school enrolment are in the secondary courses. Table 18, page 26 shows the slow increase in the percentage of the total enrolment in secondary classes.

In September, 1925 complete and incomplete courses were offered as follows in 102 secondary schools:

Types of Courses Offered

Offering complete four-year course	60
Offering three-year course	15
Offering two-year course	17
Offering one-year course	10

In these schools a variety of combinations of courses was offered.

Large Number Who Drop Out of School

The number of students who drop out of secondary classes is much smaller than the number who withdraw from elementary grades, but it is sufficiently high to warrant a careful study of causes and conditions, particularly in the first year. Table 25 gives the enrolment for the month of March, 1925, the annual enrolment for the school year, and the percentage of withdrawals. Over-ageness in secondary grades is very apparent and is indicated by Figure XII and Table 34, which are discussed in the section on educational measurement. Over-ageness tends to increase through the grades, the highest percentage of overage pupils being in the high school. This is to be expected, and

TABLE 25.—*Secondary pupils withdrawing during the school year 1924–25*[a]

Academic year	March annual enrolment	March monthly enrolment	Pupils with-drawing	Percentage of pupils with-drawing
First	23,486	20,779	2,707	12
Second	13,895	12,669	1,226	9
Third	7,642	7,092	550	7
Fourth	4,724	4,469	255	5
Total	49,747	45,009	4,738	10

[a] This table and the others of this section include data for all types of secondary schools unless otherwise stated.

the percentage can be decreased only as a larger number of normal-age children come up from the elementary level. The comparative data shown by Figure V provide a summary of certain reports on over-ageness. Over-ageness because of late entrance tends to increase in the fourth year, probably because some secondary schools have but recently organized classes in that year's work. Over-ageness because of non-promotion tends to rise gradually from grade one to the fourth year secondary. Over-ageness because of withdrawals before the end of the school year due to physical, social, financial, or other factors tends to drop in the fourth year of the secondary course, probably because senior students make a special effort to complete the course and many of the slow pupils were eliminated before they reached the fourth year.

Promotions As withdrawals decrease, promotions tend to increase. See Tables 25 and 26.

TABLE 26.—*Promotions of secondary pupils, 1924–25*

Academic year	March monthly enrolment	Promotions	Percentage of promotions based on March monthly enrolment
First	20,779	14,018	67
Second	12,669	9,699	77
Third	7,092	5,700	80
Fourth	4,486	4,073	91
Total	45,026	33,490	74

Table 27 contains a comparative summary of promotions for a period of six years. The percentage of promotion has fluctuated more or less during this period of time because of the opening of new secondary schools, the organization of additional years

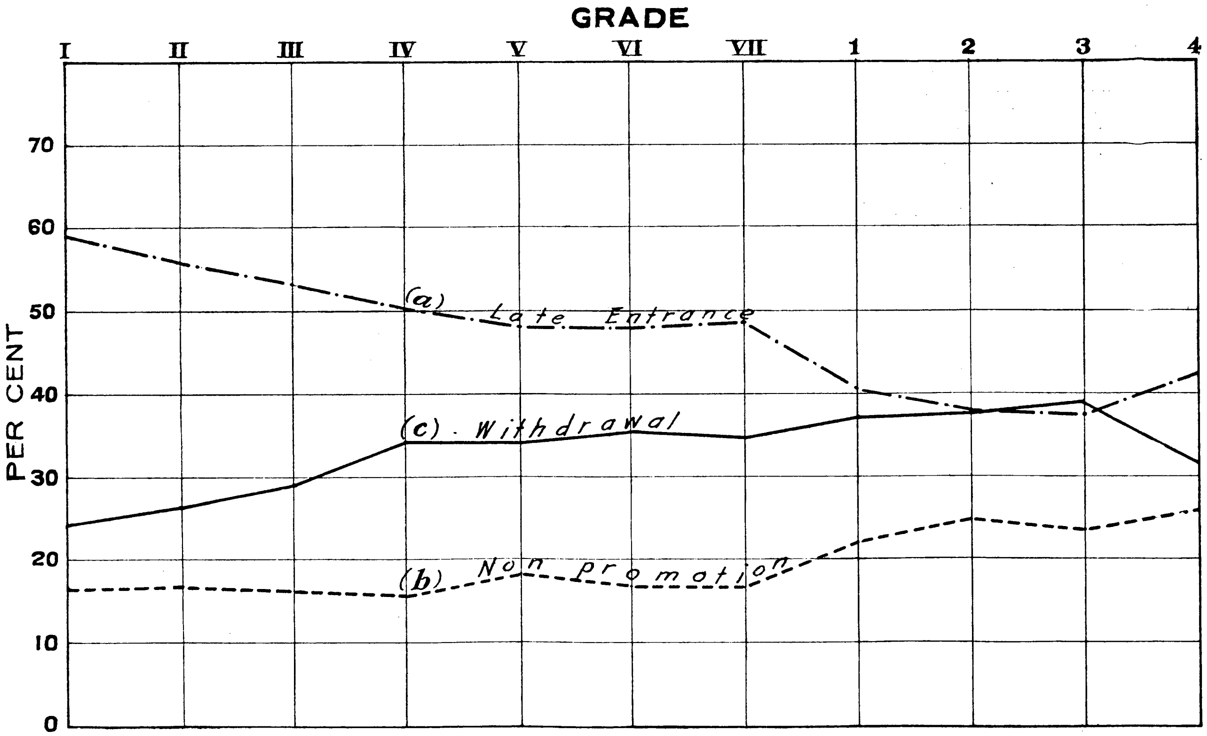


Fig. V.—Causes of over-ageness in different grades in the Philippine public schools (1925-1926)

TABLE 27.—*Promotion of secondary pupils covering a period of six years*

School year	Pupils promoted	March monthly enrolment	Percentage promoted based on the March monthly enrolment
1919–20	10,227	13,787	74
1920–21	12,106	15,938	76
1921–22	16,273	22,003	74
1922–23	21,862	29,674	74
1923–24	28,552	37,091	77
1924–25	33,490	45,009	74

in secondary courses, and an inadequate supply of properly trained personnel to handle the increasing enrolment. One cause of failures in the lower years of the secondary school and in intermediate classes may be removed when pupils come to the conclusion that they must provide themselves with the necessary textbooks. Many students attend classes with poorly prepared lessons because they have no texts, although an adequate supply of textbooks is available for purchase.

Tracing the Progress of One Class

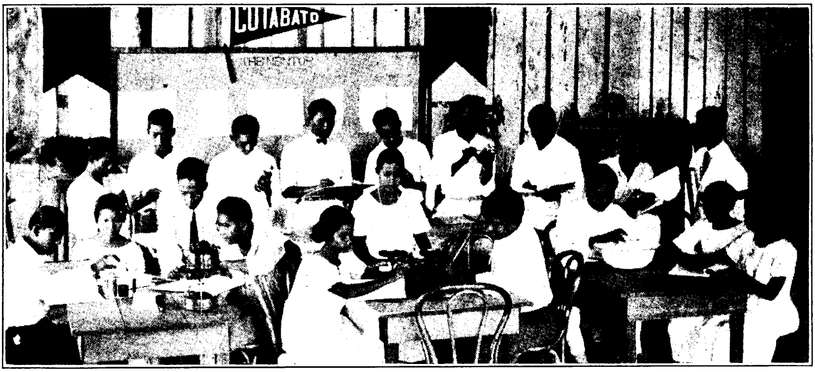
Table 28 records the progress through the four-year secondary period of the graduating class of March, 1925. This table is not exact because it includes neither the repeaters in the academic year to which the students were regularly promoted nor the small number who may have returned to school after the lapse of a year or more. The table indicates, however, the poor preparation and the rapid elimination of many who enter the first year. Of those who enrolled in the freshman class less than 57 per cent reached the second year and less than 34 per cent reached the fourth year.

TABLE 28.—*The progress through the secondary course of all freshman classes entering in June, 1921*

Enrolment and promotions	Freshman year 1921–22	Sophomore year 1922–23	Junior year 1923–24	Senior year 1924–25
March annual enrolment	14,061	7,981	5,884	4,724
Percentage still enrolled of freshmen who entered in 1921–22		57	42	34
Percentage dropping out after enrolment	13	10	8	5
March promotions	8,162	5,889	4,572	4,073
Percentage promoted of pupils in school in March	67	82	85	91
Percentage of enrolment of pupils promoted from the preceding year [a]	[b] 90	98	100	103

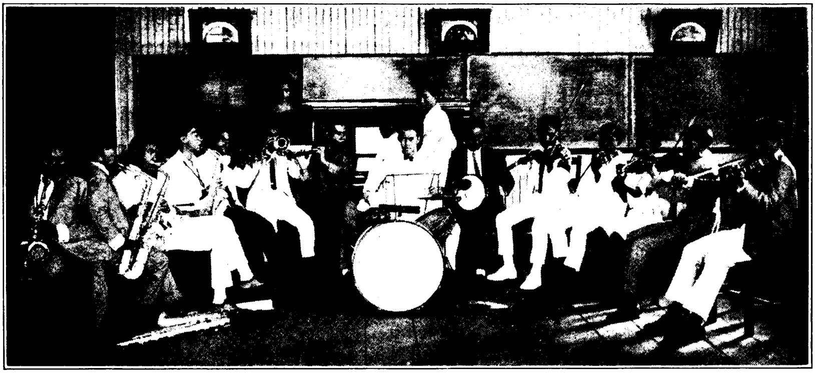
[a] Data not accurate since percentages would be less if the number of repeaters and those entering after a lapse of a year or more could be determined.

[b] In March, 1921, pupils completing grade seven numbered 16,703.

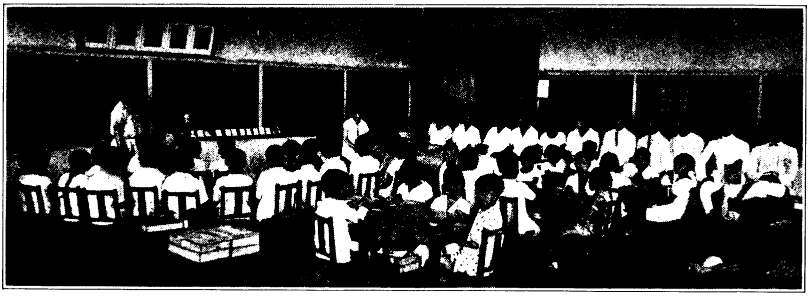


General science class, Cotabato High School, Cotabato

Biology laboratory, Vigan High School, Ilocos Sur



Manila South High School Orchestra



Student teachers observing an arithmetic lesson, Philippine Normal Training School, Manila

In an attempt to provide for individuals of high intelligence, this Bureau in 1923 authorized those in charge of secondary schools to permit exceptionally capable pupils to take such extra work as would enable them to complete their course in three years. As the first class of this accelerated group will graduate in March, 1926, a questionnaire was sent to the field during the latter part of this year in order to determine the approximate amount of such acceleration. Seventy-four pupils were reported as having begun the program in 1923 and seventeen others at a later period. Of the number beginning in 1923, seven have already graduated, and it is estimated that forty-seven will graduate in March, 1926. Approximately 33 per cent of these pupils so accelerated have had to drop back to the regular course, but the benefit to the 67 per cent who have gained a year in their school work justifies similar measures of acceleration. If funds, teachers, and facilities permitted, an enriched secondary curriculum for the more capable students could be offered. Such an enrichment should consist of a large number of elective courses—cultural, vocational, and avocational. Such a program cannot be attempted now but will be, no doubt, in the future. The secondary population and the community will demand it.

Acceleration of Capable Pupils

Libraries in secondary schools are rapidly being enlarged, and more attention is being given to ways of inducing pupils to read for recreation. This Office encourages the purchase of library books for recreative reading as well as books for general reference. Schools have been discouraged from buying many expensive sets of books until general reading libraries can be built up. The number of books in libraries in 1925 increased 15.5 per cent over that of the previous year, and the number of books per pupil increased from 3.44 to 3.56, as is indicated by Table 29. In 1925, high-school libraries had 2,517 subscriptions to periodicals or an average of 4.53 to every one hundred pupils enrolled.

Secondary Libraries

TABLE 29.—*Number and size of high-school libraries and books per pupil*[1]

Year	Number of high-school libraries	Number of books in such libraries	Books per pupil based on December annual enrolment
1923	80	151,059	3.66
1924	88	171,037	3.44
1925	92	197,701	3.56

[1] Does not include pamphlets.

Certain Bureau of Education publications for the secondary schools were reprinted and issued during the year. These were as follows: a reprint of the "Manual of English Composition for Use in Philippine Public School," "Prose Selections," "Selected Short Poems by Representative American Authors," a revised and mimeographed issue of the "Course of Study in English, Part II," and mimeographed supplementary lists of library books for secondary schools and professional books for teachers and supervisors. The *School News Review,* which supplies schools with a digest of current events and includes valuable articles on citizenship and health training, was issued to all teachers and to each academic year above the third grade. Of each issue of 100,000 copies, one copy was allotted to each teacher in the service, one copy for each six pupils in grade four, one copy for each four intermediate pupils, and one copy for each three secondary pupils.

Publications for Secondary Schools

The most outstanding experiment undertaken during the year was the elimination of the final examinations for the school year 1925–26. To replace the final examinations, schools were instructed to give frequent "quizzes" of the objective type. Reports favorable and otherwise have been received regarding the change, but the real value of the experiment cannot be determined until the plan has been tried for at least one entire school year. Whether the present plan, or some other, such as that of requiring all pupils to take examinations in all subjects, is the more satisfactory remains to be decided.

Experiments Undertaken

A study was also begun with reference to the grading scale. The plan used was to try out in six provinces a five-point grading scale in order to determine if it is superior to the present plan of grading on the hundred per cent basis. The carefully graduated scale and the fine distinctions involved in grading on the percentage basis are, in the five-point system, replaced by a wider grouping of abilities into classes designated as excellent, superior, medium, inferior, and poor. When the reports are received from the six provinces which are testing this plan, they will be studied with interest.

The Grading System

No definite curriculum changes were made this year except the expansion of the literature courses by requiring more extensive classroom reading. The publication in pamphlet form of a secondary course of study which was partially promised in the last annual report cannot be completed until next year. A complete revision of the materials of the course of study in English is contemplated. If carried out, it will probably be made effective in June, 1927, with certain minor changes put into effect before that time. Special emphasis has been given to silent reading in secondary schools as well as in elementary schools. One change in the history course is under consideration. It is intended to reduce the time now devoted to the present history course by one semester and to utilize this time for the teaching of a new course in Oriental history. In the tentative plans which have been drawn up, particular emphasis is given to the study of India, China, Japan, Siam, Korea, Indo-China, and the Malay people, with their influence upon and connection with the Philippines stressed. Three schools are now trying out, on a small scale and as an extra project, material for such a course.

Few Curriculum Changes

EDUCATIONAL MEASUREMENT AND RESEARCH

As stated in the last annual report, the educational measurement and research section of the academic division of the General Office was organized in July, 1924, its purpose being to systematize and coördinate the efforts of Bureau of Education teachers and supervisory officers who are engaged in actual or proposed testing and research programs.

Bulletins, circulars, and memorandums issued by the General Office, by division offices, and by some district offices have helped tremendously in reaching the teachers in the field and in interpreting to them the various phases of the testing movement. General Office academic bulletins on the construction of objective tests, the testing and teaching of silent reading and other subjects, and circulars containing lists of intelligence and achievement tests with suggestions on how to conduct testing programs indicate the impetus to educational measurement since the organization of the research section in the Bureau.

Research Literature

Reliability of Test Results Insured

The Bureau has secured the favorable indorsement of the Insular Auditor and the Secretary of Commerce and Communications on the direct purchase by division superintendents of test materials from the test publishers instead of coursing the requisition through the usual channels—municipal treasurer, provincial treasurer, Executive Bureau, and Bureau of Supply. Arrangements have been made with publishers of tests for the exclusive use of certain tests by the public schools. These measures remove the possibility of test materials going into many hands, and greater reliability in the test results is thereby insured.

Student and Teacher Assistants

Many Insular, municipal, and Bureau of non-Christian Tribes pensionados from the Philippine Normal School have aided the General Office in the testing program. They were either on special assignment by the Philippine Normal School or on volunteer service. Several student volunteers from Manila South High School have also assisted. These student assistants spent from one to four hours a week at the General Office, scoring, tabulating, and summarizing tests and other data. It must be noted that the majority of this personnel was transient, which made it difficult for the directing staff to train and supervise them properly. Those in charge of the testing program were in the provinces most of the time during the months when the cross-section testing program of divisions was in progress. Consequently, neither of them could supervise the scoring, tabulating, and interpreting of results. If, by the appointment of additional examiners, the directing staff can be relieved of much of the field testing, its attention can be focused on the major problems of test construction and validation, on the statistical and graphical presentation and interpretation of tests and other research data, on the formulation of research programs and plans, and the training and supervision of research assistants not only in the General Office but also in the field.

The Cross-Section Testing Program

The Bureau began its program of cross-section testing of different divisions in September, 1925. An attempt was made in this first series of the Bureau's cross-section testing program to get data from one province in Northern Luzon, from one in the Cagayan Valley, from three in Central Luzon, from one of the Southern Tagalog provinces, from one in the Bicol region, from one of the Eastern Visayas, from one of the Western Visayas, from one of the South Central Visayas, from one in Mindanao, and also from one Insular School. Tests were given to children from grade three to and including the fourth year of high school, the majority of the cases being taken from the primary, the seventh grade, and the first and fourth years of high school. It was the aim not only to examine a cross section of the division by testing schools at opposite ends of the province and the best central school as chosen by the superintendent but also to test a cross section of each school and class by selecting the brightest section and as many other classes as possible.

The Bureau Achievement Tests

In the cross-section testing program the Bureau of Education Achievement Tests, Series A, B, and C, on arithmetical computation and reasoning, word, sentence, and paragraph meaning, language usage, and dictation were used. These tests, prepared and developed in the General Office, were patterned after the Stanford Achievement Test. The result from these tests are here presented in four charts. Figure VI gives the results from the Series A, Arithmetic Test; Figure VII gives the results from the Series B, Reading Test; Figure VIII, the results from the Series C, Language Test; and Figure IX, the results from the Series C, Dictation Test. In order to find what the divisions and what their best schools did on the tests, both the division and the best school medians have been graphed so that both general level of achievement and "best practices" in each division tested are presented in the charts. Entries in italics indicate the "best practices" for each division and those in capitals, the consolidated division medians.

Terman Group Test of Mental Ability

Besides the Bureau of Education Achievement Tests, the Terman Group Test of Mental Ability was given in several secondary schools. Results have been tabulated in Table 30 and graphed in Figure X.

TABLE 30.—*Grade medians, Terman Group Test of Mental Ability, 1925–26*

Grade	Cases	Average age	Medians
Grade V	90	--------	18.67
Grade VI	75	--------	23.63
Grade VII	269	--------	31.89
First Year	8,470	17–3	49.11
Second year	1,747	17–10	59.62
Third year	1,022	18–5	71.60
Fourth year	1,207	19–5	76.26
One year above high school	109	--------	85.96
Two years above high school	19	--------	97.50

These medians are lower than the established Terman tentative grade norms. There are three principal reasons for this discrepancy: (1) The Terman cases were selected from the better sections of the United States; (2) the cases were from city-school systems; and (3) not all of the items of the original test are adapted to Philippine needs and conditions. Accordingly in making comparisons, it is inadvisable to use the Terman norms or to compute I. Q's. (intelligence quotients).

Philippine Music Test

The Philippine Music Test was prepared in the General Office, and in its preliminary form was administered to several elementary- and normal-school classes and to groups of teachers in a few divisions. Results from this test are presented in Table 31 and Figure XI.

TABLE 31.—*Medians from teachers, elementary- and normal-school classes, Philippine Music Test (Preliminary Form), 1925–26*

Grade	Cases	Median
Grade V	44	24.25
Grade VI	228	33.00
Grade VII	197	34.30
Normal classes	155	54.50
Teachers	293	62.40

Division and Local Testing Programs

Following suggestions from the General Office and finding it necessary to measure the results of instruction in their schools, many divisions and supervising districts have conducted testing programs of some kind. A study of division superintendents' monthly inspection reports, division bulletins, circulars, and memorandums from June to December together with the observations of General Office representatives show that forty-five of the divisions, including Insular schools, were conducting, to some extent, tests either imported or prepared locally. Most of the tests used were for the purpose of measuring progress and comparing accomplishments in the fundamental subjects. A few tests have also been given covering textbooks in methods and courses of study. Practically all schools, both secondary and elementary, were using tests as patterns for the new type of examination.

The 1924–25 and 1925–26 Age-Grade Census

The first age-grade census was taken in January, 1925. Results from this census are presented in Table 32.

Oversized Foldout

Oversized Foldout

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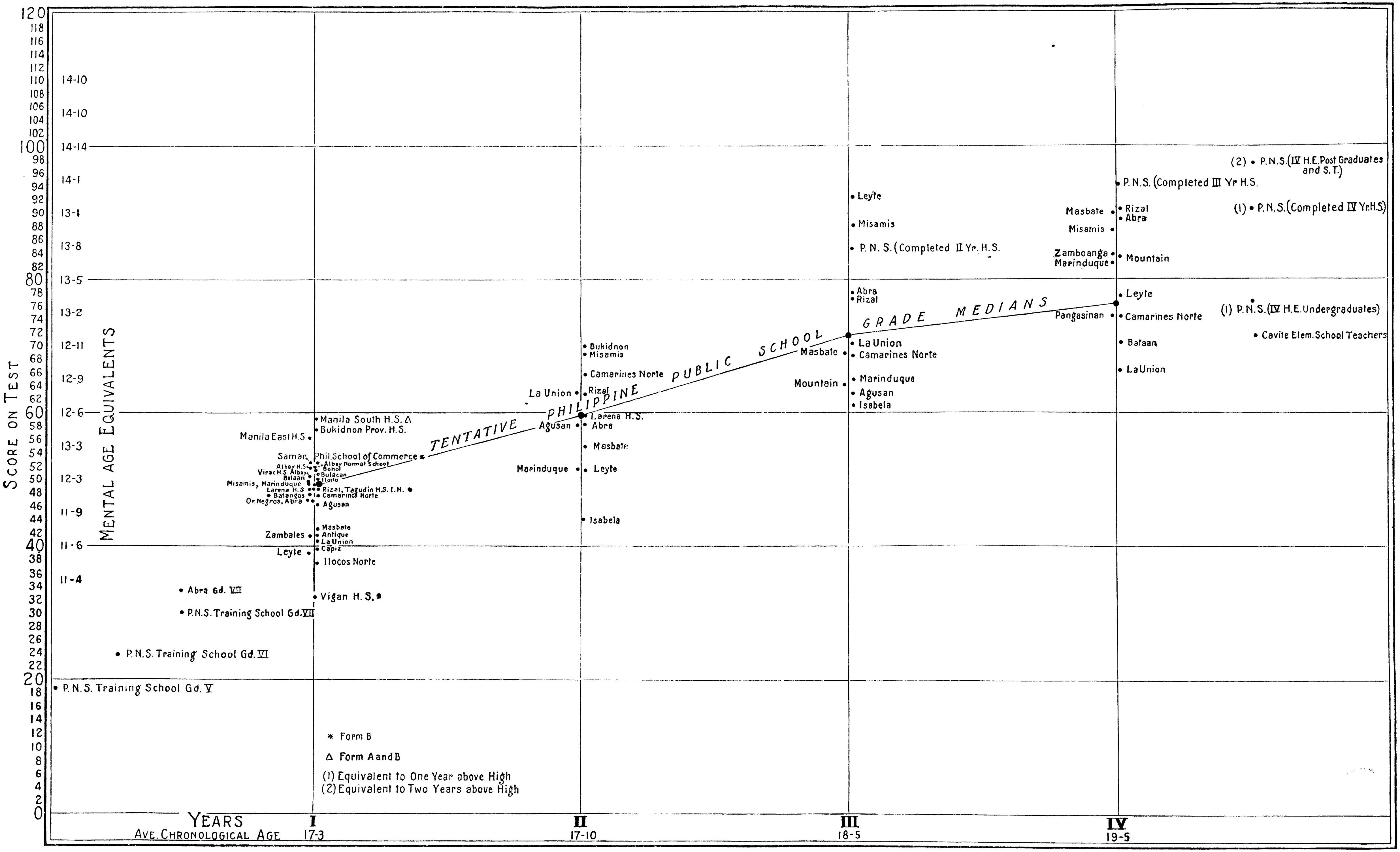
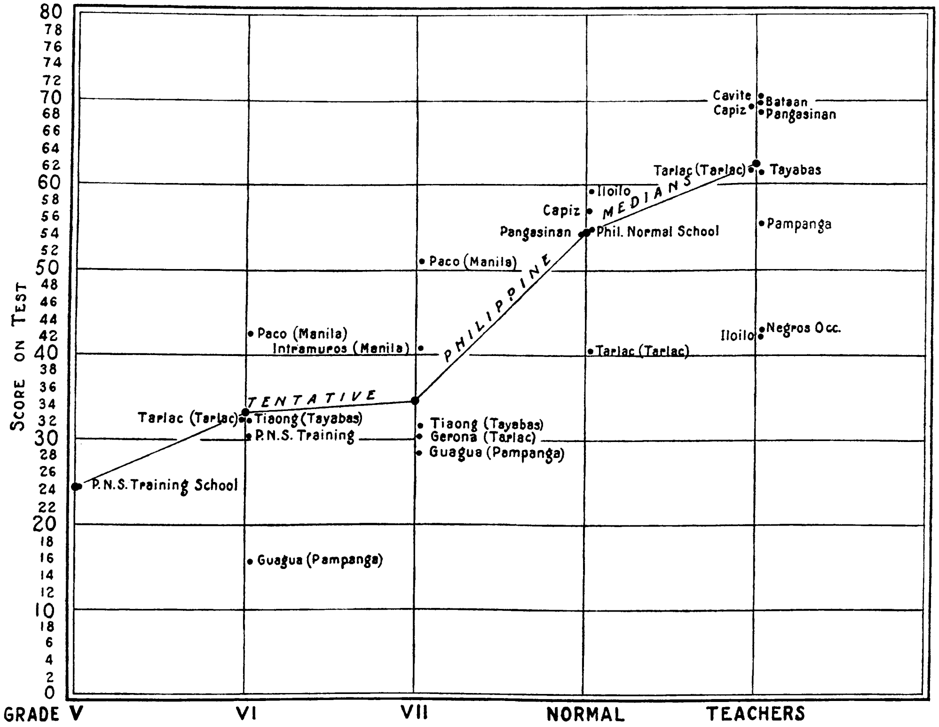


GRADE MEDIANS OF TERMAN GROUP TESTS OF MENTAL ABILITY (FORM A)

PHILIPPINE PUBLIC SCHOOLS, 1925-1926

Fig. X



MEDIANS PHILIPPINE MUSIC TEST (PRELIMINARY FORM)
FROM ELEMENTARY AND NORMAL CLASSES AND TEACHERS (1925–1926)

Fig. XI

TABLE 32.—*Percentage of under-age, normal-age, and over-age pupils, 1924–25*

Age groups	Primary	Intermediate	Secondary	Total
Boys:				
Per cent under-age	2.28	1.63	1.26	2.09
Per cent normal-age	30.72	16.24	13.51	26.94
Per cent over-age	67.00	82.13	85.23	70.97
Girls:				
Per cent under-age	3.04	2.88	2.32	2.98
Per cent normal-age	35.63	23.19	18.77	32.92
Per cent over-age	61.33	73.93	78.91	64.10
Both:				
Per cent under-age	2.61	2.10	1.62	2.47
Per cent normal-age	32.86	18.87	15.29	29.45
Per cent over-age	64.53	79.03	83.09	68.08
Total per cent	100.00	100.00	100.00	100.00

This table shows that in 1924–25 more than 68 per cent of our children were over-age for their grade, less than 30 per cent were normal-age, and only a little over 2 per cent were under-age. That the situation remains about the same can be seen from Table 33 which is based upon the 1925–26 census, taken in August, 1925.

TABLE 33.—*Percentage of under-age, normal-age, and over-age pupils, 1925–26*

Age groups	Primary	Intermediate	Secondary	Total
Boys:				
Per cent under-age	2.12	1.65	1.59	2.00
Per cent normal-age	28.70	17.08	14.99	25.86
Per cent over-age	69.18	81.27	83.42	72.14
Girls:				
Per cent under-age	2.88	2.95	2.88	2.89
Per cent normal-age	34.88	24.87	22.71	32.88
Per cent over-age	62.24	72.18	74.41	64.23
Both:				
Per cent under-age	2.45	2.13	2.04	2.37
Per cent normal-age	31.37	20.00	17.68	28.80
Per cent over-age	66.18	77.87	80.28	68.83
Total per cent	100.00	100.00	100.00	100.00

Degree of Over-ageness

The degree of over-ageness in the different grades is presented graphically in Figure XII. It will be noted that the per cent rises abruptly in the primary, increases slightly in the intermediate, reaches its peak about the first year high school, and then falls gradually to the fourth year.

A comparative study of the degree of under-, normal-, and over-ageness in the different divisions is presented in Figure XIII.

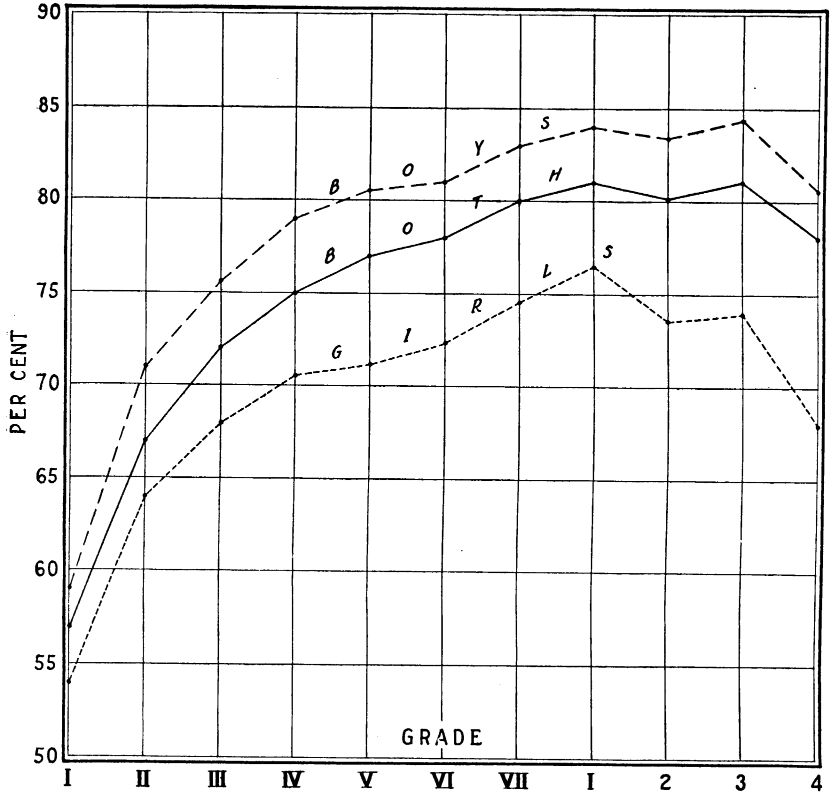


Fig. XII.—Per cent of over-ageness in the different grades in the Philippine public schools, 1925-1926

Causes of Over-ageness

In order to determine the dominant causes of over-ageness, a coöperative study was undertaken to which twenty-three divisions reported according to the following possible factors: (1) late entrance of pupil due to late opening of school, previous lack of accommodation, or similar factors; (2) withdrawal before the end of the school year due to physical, social, financial, or like factors; and (3) repetition due to non-promotion or failure. Table 34 shows the partial results of this study. Only a part of the data reached this Office in time to be included in this report.

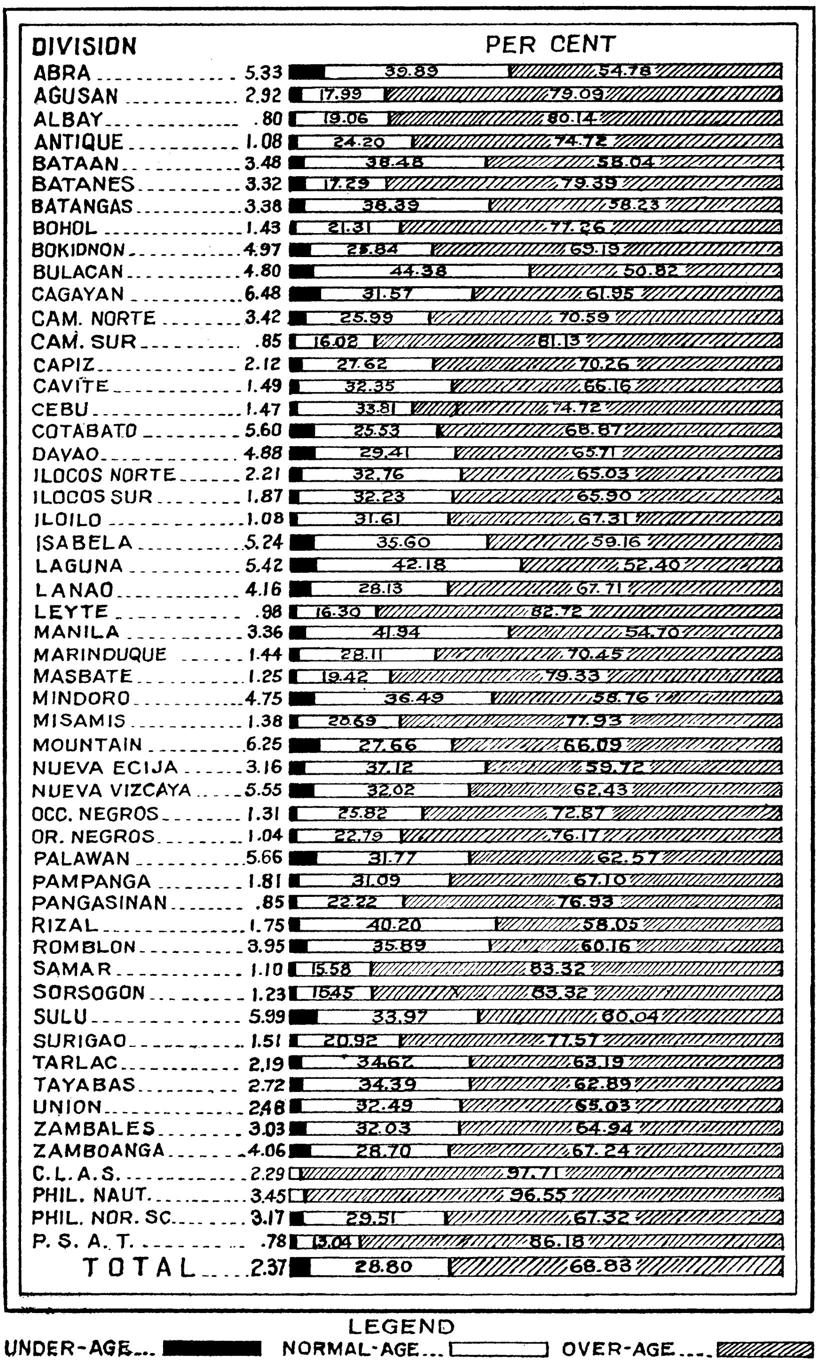


Fig. XIII.—Graphical representation showing per cent of under-age, normal-age, and over-age pupils in the Philippine public schools (1925–1926)

TABLE 34.—*Causes of over-ageness—data from age-grade census, 1925–26, sixteen divisions*

Grade	Causes						Total	
	(1) Late entrance		(2) Withdrawal		(3) Non-promotion			
	Number	*Per cent*	*Number*	*Per cent*	*Number*	*Per cent*	*Number*	*Per cent*
I	22,587	59.59	6,204	16.37	9,111	24.04	37,902	100.00
II	18,280	56.85	5,410	16.83	8,463	26.32	32,153	100.00
III	15,559	53.76	4,740	16.38	8,640	29.86	28,939	100.00
IV	12,589	50.42	3,827	15.33	8,553	34.25	24,969	100.00
V	7,919	47.87	2,993	18.09	5,630	34.04	16,542	100.00
VI	5,264	47.83	1,856	16.86	3,886	35.31	11,006	100.00
VII	4,274	48.63	1,455	16.55	3,061	34.82	8,790	100.00
1	2,665	40.81	1,438	22.02	2,427	37.17	6,530	100.00
2	1,595	37.82	1,038	24.62	1,584	37.56	4,217	100.00
3	1,061	37.70	658	23.38	1,095	38.92	2,814	100.00
4	624	42.45	377	25.65	469	31.90	1,470	100.00
Total	92,417	52.71	29,996	17.11	52,919	30.18	175,332	100.00

It can readily be seen from this table that late entrance is the principal factor in over-ageness with non-promotion ranking second. Figure V shows the relative importance of these three groups of causes in the different grades.

Progress of Pupils

Of the three possible causes enumerated above, the first depends in great part upon school funds. The second is partly pedagogical and partly social. The third is largely mental and educational. In order to determine how the last two factors play their part in retarding the progress of our pupils, the findings of a study, based on a much larger number of cases than that reported by the Educational Survey Commission, is presented in Table 35.

TABLE 35.—*Progress of pupils, 1925–26 (Survey methods)*

Progress	Primary	Intermediate	Secondary	Total
Boys:				
Per cent rapid	.30	2.16	5.35	2.21
Per cent normal	52.80	33.86	37.89	43.88
Per cent slow	46.90	63.98	56.76	53.91
Girls:				
Per cent rapid	.25	2.54	4.82	1.89
Per cent normal	59.27	42.01	47.65	52.49
Per cent slow	40.48	55.45	47.53	45.62
Both:				
Per cent rapid	.27	2.32	5.12	2.06
Per cent normal	55.97	37.47	41.97	47.84
Per cent slow	43.76	60.21	52.91	50.10
Total per cent	100.00	100.00	100.00	100.00

Both the data secured from the Survey and the data presented in Table 35 were computed on the assumption that all the pupils reported in this study would be promoted at the end of the year. This assumption is not, however, valid. There may be repeaters from this group. Hence, in presenting the data, only those that have actually finished a given grade should be considered and their present grade placement should be disregarded. These figures are shown in Table 36.

TABLE 36.—*Progress of Pupils, 1925–26, corrected method*

Progress	Primary	Intermediate	Secondary	Total
Boys:				
Per cent rapid	.44	2.99	4.90	2.26
Per cent normal	51.17	50.20	40.89	48.61
Per cent slow	48.39	46.81	54.21	49.13
Girls:				
Per cent rapid	.59	4.01	5.13	2.45
Per cent normal	55.69	45.15	50.63	52.82
Per cent slow	43.72	50.84	44.24	44.73
Both:				
Per cent rapid	.51	3.38	5.00	2.35
Per cent normal	53.34	48.27	45.08	50.02
Per cent slow	46.25	48.35	49.92	47.63
Total per cent	100.00	100.00	100.00	100.00

On the whole, the two methods of presentation differ but little. While there is a somewhat marked difference in the per cent of slow progress in the primary grades, this disparity is more than offset in the intermediate and secondary grades. In Figure XIV a graphical representation of acceleration and retardation is shown for each province and the entire school system.

Suggestions to Teachers and Supervisory Officials

Interest in the testing movement, with the accompanying enthusiasm over its introduction into the school system, has had both advantages and disadvantages. In a number of schools, teachers and supervisory officers in their effort to bring about the desired change and in their eagerness to take hold of the new measuring device and the methods of presenting statistically and graphically test results, have oftentimes emphasized the form and technique and have overlooked fundamentals. The proper selection of subject matter as well as the usable presentation of results is as important to the new technique as it was to the old. The little importance attached to this matter is particularly noticeable in certain locally prepared tests of the objective type where the necessary care in selecting the subject matter and in presenting the resulting data is greatly lacking.

Courses in Measurement at Normal Institutes

Statistical and graphic methods, educational measurement, and mental testing should be offered as regular courses in division, district, or section normal institutes and in all large regional normal schools. A few divisions have already made a creditable start on this pro-

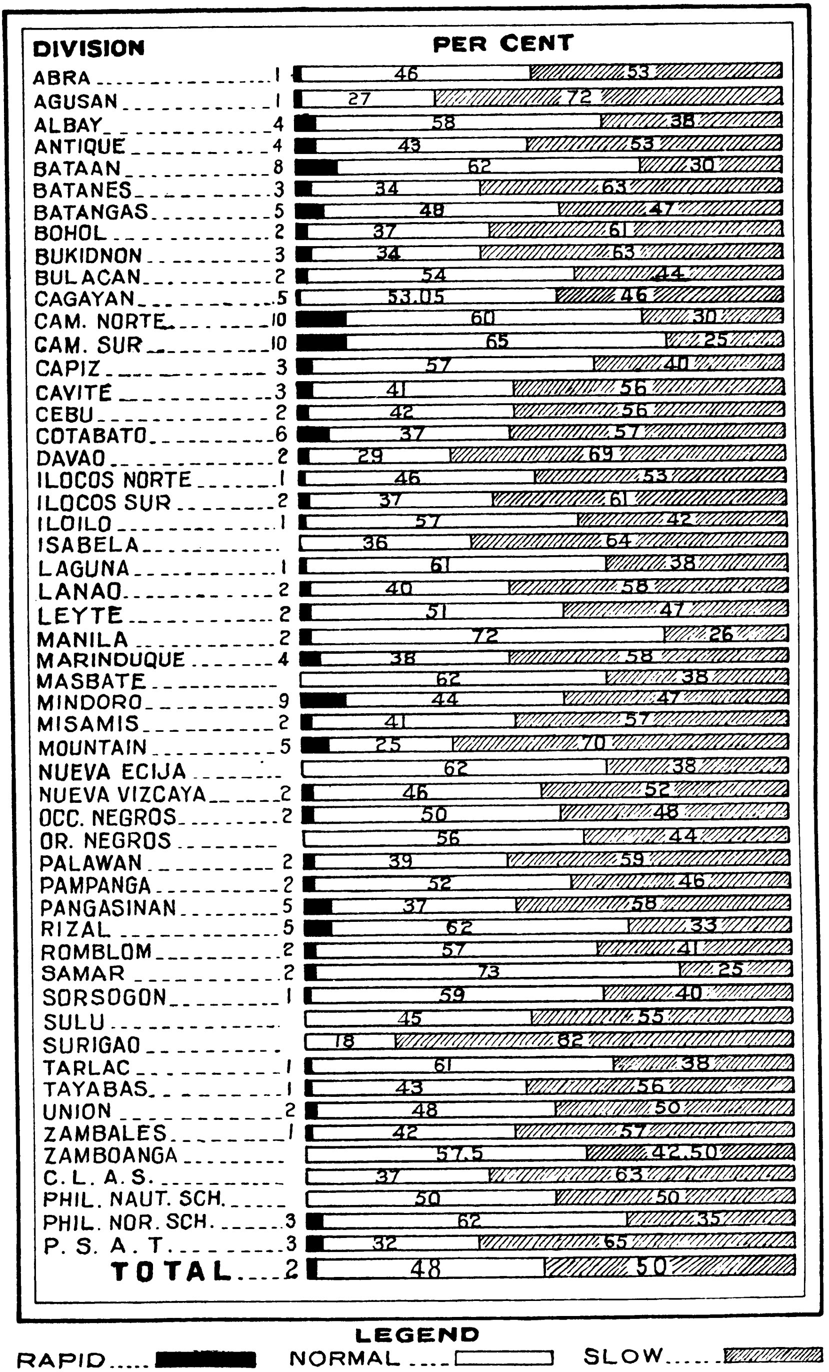


Fig. XIV.—Graphical representation showing per cent of pupils making rapid, normal, and slow progress in the Philippine public schools (1925–1926) (Survey method)

gram of training.[1] These courses should include not only the theory but also the practice of testing, not only discussions on the problems involved but actual demonstration testing. In order to link up this field training with the training offered in Manila, as many municipal pensionados as possible should be sent to the Philippine Normal School to take the regular course in tests and measurements offered during the senior year and the practical course given in the measurement and research section of the Bureau of Education.

Proposed Research Program

Following this year's program of work the Bureau of Education plans to undertake the following lines of research activities, provided the necessary research facilities and personnel are available:

1. Testing as many more of the remaining provinces with the Bureau of Education Achievement Tests as time and personnel will permit.
2. Developing alternate (or duplicate) forms of these tests.
3. Developing content examinations in the elementary and secondary school subjects, such as geography, civics and history, hygiene and sanitation, literature, general science, and high-school mathematics.
4. Setting standards of speed and comprehension in silent reading, of rate and quality in handwriting, and P. I. norms for other tests in different school subjects.
5. Starting an individual testing program in intelligence (Binet) testing and oral reading.
6. Training teachers and supervisory officers in the proper treatment and interpretation of tests, age-grade, grade-progress, and other research data.
7. Starting, on a limited scale, studies on the content of the courses of study and experiments on new materials adapted to the needs, interests, and abilities of Filipino children.

EDUCATION AMONG THE NON-CHRISTIANS

Economic Necessity of Education Among the non-Christians

Other than those reasons which have been stated in previous reports and need not be repeated, there are economic demands for widespread education among the non-Christians in order that they may be law-abiding citizens and actively engage in the development of their sections of the country, which abound in untouched natural resources and make up the greater portion of the land suitable for homesteading in these islands.

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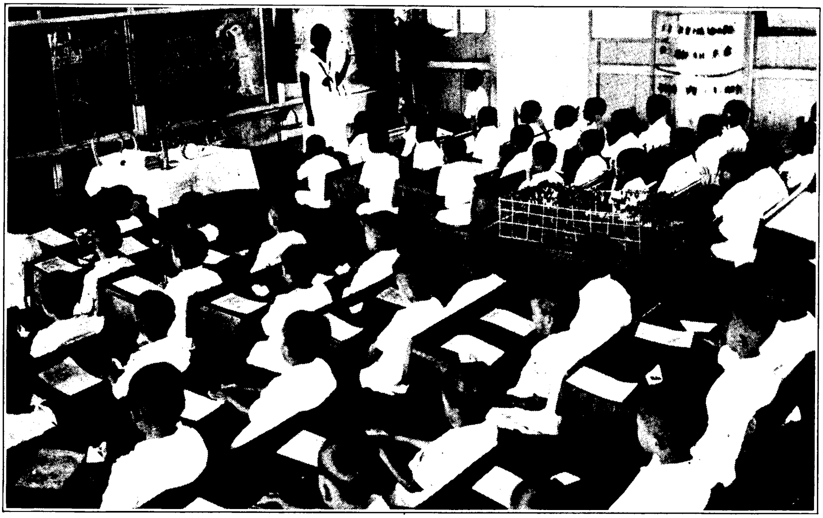
[1] The new plan to include a course in educational measurement in the annual Teachers' Vacation Assembly in Baguio is in line with this suggestion.

Grade I at play, Magdalena Elementary School, Manila

Group games of Mohammedan girls, Maimbung, Sulu



First-grade class in arithmetic, Santa Barbara Central School, Iloilo

Primary reading table, Casiguran Elementary School, Sorsogon

Educational Problems Difficult to Solve

Education among the non-Christians involves problems found perhaps in no other educational system. These problems, some of which appear so difficult as to be beyond solution, are peculiar to each of the various divisions and vary greatly among peoples scattered from Northern Luzon to the Sulu Archipelago.

Work in these Schools a Challenge

Education among the non-Christians is pioneer work and therefore difficult. The non-Christian is proud, jealous of his religion and his tribal customs and looks askance upon such changes as the prevention of child labor and the delay of early marriage, which follow the introduction of the public schools. To the non-Christian of the older generation the value of education is intangible and difficult to comprehend. The number of years required for even an elementary education seems a long time to him, and in some districts in which schools have but recently been establshed, there are no graduates by whom he may measure the benefits of the public school. For these reasons poor attendance with the resultant retardation of pupils presents a serious problem for teachers and supervisory officers whose task is rendered more difficult by the isolation of the schools and the difficulties of travel.

Compensations of the Work

But the work has its compensations as well as its difficulties. Some of our most promising students are non-Christians. The president of the class of 1926 of the Philippine Normal School is a Mohammedan, and a student of pagan parentage ranks among the best students in the same school.

Health Improvement

The improvement of health conditions which has been brought about by regular instruction in sanitation and health, and through the distribution of medicines from the school dispensaries is one important phase of the work among the non-Christians. The parents and pupils have come to depend so much upon the simple remedies furnished by the school dispensaries that the supply is never enough for the demand.

Various Types of Schools Required

In at least two of the non-Christian divisions, where there was pronounced opposition on the part of the parents to the requirement that the children do farm work half of each school day, it has seemed advisable to change some of the rural schools of agriculture to the barrio type of school found in the Christian divisions. In other places, the "boarding school of agriculture" which requires the children to remain in school long enough for them to secure sufficient training to be of service in their communities, seems the type of school most desirable.

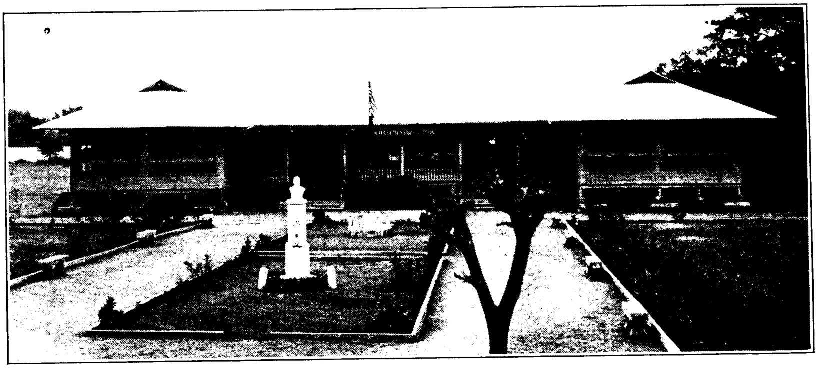
Hopes for the Future

It is beyond reason to expect that all the non-Christian children of this generation can be reached by the schools. Instead, the work done up to the present time should be looked upon merely as a beginning. The future holds the promise that the parents of the next generation will understand the purpose of the public school and will support it.

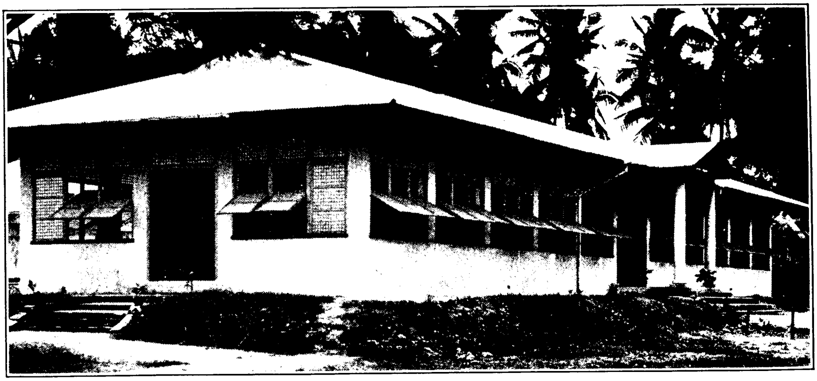
SCHOOL BUILDINGS AND SITES

Achievements During the Year

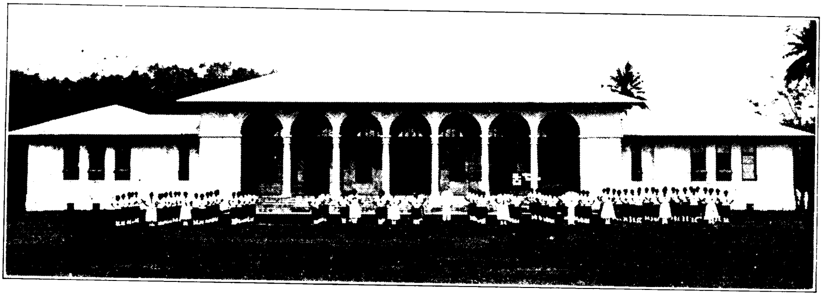
Under Act 3213, commonly known as the Public Works Act, the Philippine Legislature appropriated for the year 1925, the the sum of ₱572,245 as aid to municipalities for the construction of school buildings. Of this amount, the sum of ₱488,055 was released during the year for the construction of 180 classrooms of standard size at a cost of approximately ₱2,800 each. In making the appropriations for public works the Legislature specified the projects, listed them by municipalities, and stated the amount for each project. During the year the most important school projects undertaken were the following: a 14–room, elementary-school building in Ormoc, Leyte; several new buildings, including a two-story dormitory building costing approximately ₱40,000, for the Central Luzon Agricultural School at Muñoz, Nueva Ecija; a Plan No. 10–A concrete building in each of the municipalities of Tarlac and Concepcion, province of Tarlac, each costing ₱43,000 and constructed entirely from municipal funds; a Plan No. 10 semi-permanent building in the municipality of Nabua, Camarines Sur; a building of the same type in the municipality of Santa Cruz, Ilocos Sur; trade-school buildings in the provinces of Camarines Sur, Sorsogon, and Bohol; and new domestic science buildings in a number of provinces, especially in Laguna where the most suitable type of domestic-science building has been erected. Very satisfactory athletic fields and grand stands have been constructed in the provinces of Tarlac, Bohol, Misamis, Rizal, and Masbate. During the last session of the Legislature, bond issues were approved for the



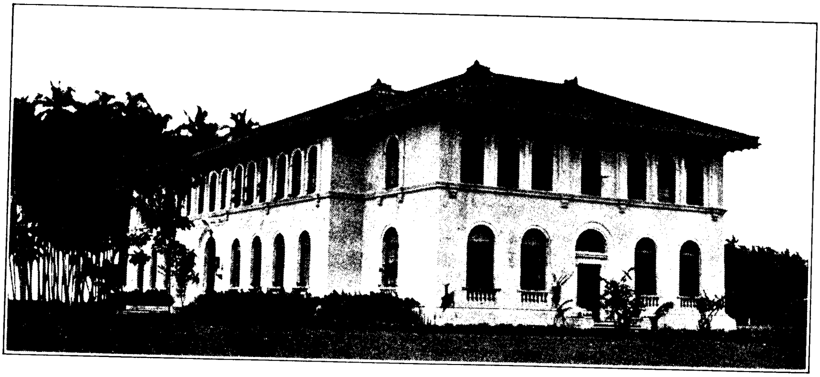
Polo Elementary School, Bulacan



Bohol Trade School



Albay High School, Legaspi, Albay



Zamboanga Normal School, Zamboanga

construction of high-school buildings in the provinces of Pangasinan, Ilocos Norte, and Occidental Negros. Pangasinan was voted approximately ₱300,000, which will be used for the construction of a high-school building on a twenty-hectare site.

SCHOOL EXPENDITURES

Lack of Schools and Funds

Because the regular school funds, in some cases supplemented by transfers from general funds, were inadequate, many schools were closed and many others were in danger of being closed before the end of 1925. Local officials in one hundred forty-two municipalities in twenty-three provinces were forced to request authority to solicit and receive voluntary contributions for the support of the elementary schools. As this was the only alternative to closing the school doors upon thousands of children, the Bureau of Education recommended approval of the requested authority.

In addition, sixteen provinces were compelled to collect tuition fees from all secondary students enrolled in the general course. As a result, more than 33 per cent of the total secondary general-course enrolment were required to pay this fee. In spite of the efforts to make provisions for full enrolment, 82,431 pupils were refused admission when school opened in June, 1925, and 62 per cent of the total school population were not in school in September. Unless the legislation, recommended elsewhere in this report, is obtained very soon, it will be years before the schools can reach all children and train them for life and its activities.

Share of Government Expenditures Used for Schools

As the data covering the 1925 governmental expenditures are not complete, the discussion in this section will be based largely upon the expenditures for the fiscal year 1924. The figures on which the tables are based are the most accurate that could be obtained from published reports. Provincial and municipal expenditures for school purposes probably include certain amounts of Insular money received from sources other than through this Bureau, and are, therefore, larger than they should be. Although the 1925 expenditures from provincial and municipal funds are not known, indications are that they were practically the same as, if not less than, the expenditures in 1924. Governmental expenditures for all purposes and the amount and percentage spent for school purposes are indicated in Table 37.

TABLE 37.—*Total Insular, provincial, and municipal governmental expenditures and expenditures for school purposes from January 1 to December 31, 1924*

Government	Total expenditures	Expenditures for school purposes	Percentage which school expenditures were of the total expenditures
Insular	₱67,230,672.77	₱15,307,445.76	23
Provincial	26,544,151.08	2,909,016.32	[a] 11
Municipal	18,665,536.10	6,313,078.47	34
Total	112,440,359.95	24,529,540.55	22

[a] Excluding the cities of Manila and Baguio, the percentage would be reduced to 6.6 per cent.

As will be noted, the total Insular funds expended for school purposes exceeded by far the expenditures from provincial and municipal funds. Municipal governments used for school purposes a larger share of their total expenditures than either the Insular or provincial government. It must be remembered, however, that a considerable portion of the municipal school funds was obtained from the voluntary contributions taken up in 1924 as miscellaneous revenue and expended with the regular municipal funds. The amount of provincial funds used for school purposes is very small, and when the total and school expenditures for the cities of Baguio and Manila are deducted, it is reduced to 6.6 per cent. With the secondary schools able to accommodate but 5 per cent of the total school enrolment, it is time that adequate provincial income be provided so that provincial schools can be enlarged and properly maintained and equipped. For this reason this Bureau has for years urged the creation of a provincial school fund.

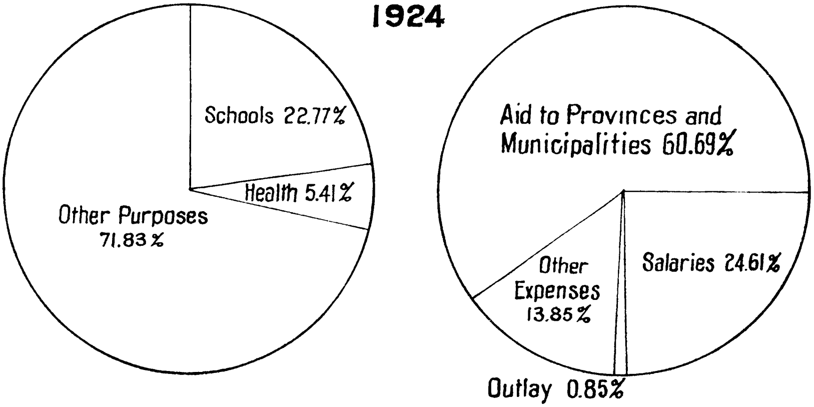
Classification of School Expenditures

Very often, to the detriment of the schools, since they lack buildings, equipment, and supplies, a large part of all expenditures is devoted to salaries. Figure XV shows how the Insular Government spent its money in 1924. The aid given to provinces and municipalities for school purposes amounted to ₱9,290,642 or 60.69 per cent of the total Insular school expenditures. Of this amount, ₱409,143 were allotted for permanent improvements and the remainder was used mainly for salaries. Table 38 indicates not only how the Insular school money was spent but also the manner in which provinces and municipalities expended the funds which accrued to their respective governments, exclusive of Insular Government aid. This table also shows that

TABLE 38.—*Classification of school expenditures for 1924 and percentage of the total school expenditures borne by the Insular, provincial and municipal governments*

Expenditures	Insular	Provincial	Municipal	Total
Aid to provinces and municipalities[a]	₱9,290,642.00			₱9,290,642.00
Salaries	3,766,652.72	₱1,509,975.09	₱2,551,529.07	7,828,156.88
Outlay	129,599.58	339,491.92	1,069,401.73	1,538,493.28
Other expenditures	2,120,551.46	1,059,549.31	2,692,147.67	5,872,248.44
Total	15,307,445.76	2,909,016.32	6,313,078.47	24,529,540.55
Percentage of total expenditures for school purposes	62.4	11.85	25.75	100.00

[a] Aid to provinces ₱135,000. Aid to municipalities ₱9,155,642.



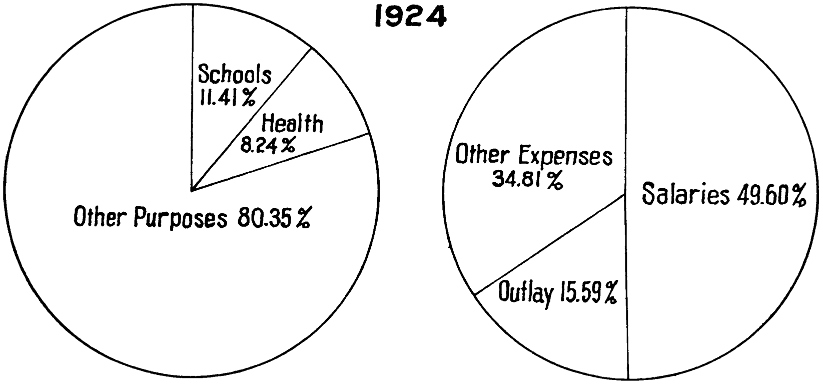
How the Insular peso was spent, ₱67,230,672.77 **How the Insular school peso was spent, ₱15,307,445.76**

Fig. XV

the Insular Government carries the preponderance of the school burden and proves the need of legislation which will shift a part of this burden to local governments. In 1925, the Insular Government expended for schools ₱15,275,846.65, a decrease of 0.21 per cent from the expenditures of 1924. Of this amount, salaries of Insular employees took 25.07 per cent, outlay took 0.14 per cent, aid to provinces and municipalities, 61.38 per cent, and other expenses, 13.41 per cent. The legislature of 1925 appropriated for the year 1926 the sum of ₱16,377,847 or 7.2 per cent more than was appropriated for 1925. The appropriation of ₱1,424,000 for public works explains this large increase.

Provincial Expenditures in 1924

Insular aid, after it is granted to provinces and municipalities, is expended as if it were local income, provided it is used for the purpose for which it was granted. Provincial expenditures including all aid received were divided in 1924 according to Figure XVI. If the aid received from the Insular Government which amounted to ₱135,000 is excluded, the amount of total expenditures used for school purposes would be decreased to 11.3 per cent, and local provincial school expenditures for salaries and for outlay would be 51.9 and 11.7 per cent, respectively. Finally, if the cities of Baguio and Manila were eliminated, the portion of the total local provincial expenditures used for school purposes would amount to 6.6 per cent while the portion of the local school expenditures for salaries and for outlay would be 26.4 and 24.3 per cent, respectively.



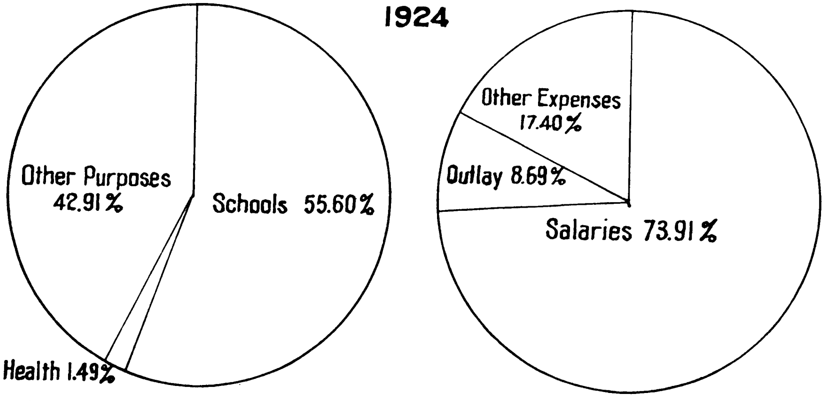
How the provincial peso was spent, ₱26,679,151.08

How the provincial school peso was spent, ₱3,044,016.32

Fig. XVI

Municipal Expenditures

Just as all Insular aid granted to provincial governments is accounted for as local revenue, so the Insular aid to municipalities is used as local funds. Figure XVII shows the manner in which the 1924 municipal funds were expended.



How the municipal peso was spent, ₱27,821,178.10

How the municipal school peso was spent, ₱15,468,720.47

Fig. XVII

The share of the total municipal expenditures used for school purposes would be reduced to 33.82 per cent, and the amount of local school expenditures used for salaries and outlay would be 40.4 and 16.9 per cent, respectively, if Insular aid to municipalities were eliminated. There would be an additional reduction if the voluntary contributions could be excluded, as they are not a permanent source of income.

Increase in Funds Available for Schools

Because ₱409,143 were appropriated in 1924 for construction of buildings and in 1923 there was no large building appropriation, Table 39 shows that more Insular money was spent for school purposes in 1924 than in 1923.

TABLE 39.—*Comparative increase of Insular, provincial, and municipal school expenditures for 1923 and 1924*

Government	Expenditures, 1923	Expenditures, 1924	Per cent of increase
Insular	₱14,440,716.69	₱15,307,445.76	6.0
Provincial	2,657,264.74	2,909,016.32	9.5
Municipal	5,104,551.06	6,313,078.47	23.7
Total	22,202,532.49	24,529,540.55	10.5

The increase of 9.5 per cent in provincial expenditures is due to an appropriation of ₱135,000 from the Insular Government for outlay purposes, and the increase in municipal expenditures is almost entirely due to voluntary contributions. Table 40 shows the great amount collected from school patrons, who, eager that their children may receive an education, provide sites, buildings, and equipment, and sometimes contribute funds for salaries. As stated in some detail in the section on organization, this Bureau regrets that it has been necessary for communities to resort to the collection of voluntary contributions. It is urged that the Legislature take action at once to make unnecessary these unjust collections.

TABLE 40.—*Voluntary contributions for the school year 1924–25*

Form in which received	Amount	Devoted to—	Amount
Money	₱651,385.32	Buildings and grounds	₱800,293.41
Materials	355,557.91	Athletics	105,183.87
Labor	216,495.40	Salaries	103,717.52
Land	65,886.80	Libraries	103,213.63
Miscellaneous	41,477.95	Miscellaneous	98,604.20
		Balance on hand	119,790.75
Total	1,330,803.38	Total	1,330,803.38

Per Capita and Per Pupil School Costs

Table 41 shows, for five years, the total expenditures for education, the expenditures per capita, and the expenditures per pupil, based upon the annual enrolment for September.

TABLE 41.—*Total governmental public school expenditures and expenditures per capita and per pupil for five years*

Year	Total expenditures	Per cent of increase (+) of decrease (—)	Expenditure per capita [a]	Expenditure per pupil [b]
1920	₱18,211,539.70	----------	₱1.75	₱19.97
1921	22,301,718.29	+22.45	2.10	21.30
1922	22,068,939.58	— 1.05	2.05	20.55
1923	22,202,532.49	+ 0.60	2.03	19.97
1924	24,529,540.55	+10.48	2.20	22.07

[a] Expenditures per capita are figured on the basis of the total population estimates as determined from reports of births, deaths, immigration and emigration.

[b] Expenditures per pupil are figured on the basis of the annual enrolment for September.

For the purpose of comparing the cost of education in the Philippines with that in the United States, figures from five states having in 1921–22 the highest per capita expenditures and from five having the lowest per capita are contrasted with the per capita expenditures in the Philippines for 1924.

Five states with the highest per capita expenditures 1921–22 [a]	Five states with the lowest per capita expenditures 1921–22 [a]
₱50.60	₱11.00
48.98	10.60
47.84	10.48
47.10	9.82
46.38	9.10

Per capita governmental expenditures in the Philippine Islands for 1924 [b]:

Bureau of Education schools	₱2.20
All public education [c]	2.38

Although much is heard regarding the stupendous and increasing cost of education, it is apparent that our school system is not burdened by a heavy per capita school expenditure.

Educational Standards and Requirements Higher

Educational standards are much higher today than they were a few years ago. This is a factor in the increased expenditures for schools. School officials in many parts of the Islands while endeavoring to maintain high standards are bound by an ominous shortage of teachers, buildings, and equipment. As trained teachers, adequate buildings, and modern equipment can be provided only when sufficient funds are available, the educational crisis of which we hear is in its last analysis a financial crisis.

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[a] Data taken from the Alabama School Journal for December, 1925.

[b] Based on the estimated population.

[c] Includes University of the Philippines and Government scholarships.

Taxation for Schools Inadequate

The most reasonable way of meeting this financial crisis is by increasing local taxation. The only direct school tax is the land tax authorized for collection by municipal governments. In most provinces this is one-fourth of one per cent of the assessed valuation of real property. In 1924, the total expenditures of municipal governments from local income were ₱6,313,078.47 of which ₱3,160,234.29 represented collections from direct taxation. Thus, little more than 50 per cent of the municipal expenditures accrued from direct taxation and of the total governmental school expenditures in 1924, this amounted to less than 13 per cent. It is believed that increases in school burdens should be cared for by taxation not only because local taxation is a just method of supporting schools, but also because it is the most wholesome in its effects. If legislation is passed authorizing provinces and municipalities to levy additional taxes exclusively for school purposes, the people, through their provincial boards and municipal councils, will be willing to take advantage of such authority in order to provide more funds for the maintenance or extension of the public schools from which they profit most directly.

LEGISLATION SECURED AND DESIRED

Gratifying Results Secured by Legislation

Although it enacted no legislation to provide definite additional sources of revenue for school maintenance, the first session of the Seventh Philippine Legislature passed several laws with appropriations for the construction of school buildings, in addition to the appropriations authorized in the Public Works Act. Among these are Act No. 3222 for the province and certain municipalities of Iloilo; No. 3228 for the province of Pangasinan; No. 3229 for the province of Occidental Negros; No. 3265 for the province of Laguna; No. 3266 for the province and certain municipalities of Ilocos Norte; and No. 3268 for the province of Marinduque. All of these acts provide for the issuance of bonds to raise funds for public improvement, which method was recommended by this Bureau.

The Bonifacio Memorial

The sum of ₱15,000 was appropriated by Act No. 3234 for the construction of a school building to be called "The Bonifacio Memorial School Building" at Balintawak, Caloocan, Rizal.

Act No. 3232 which establishes "The Luis Palad Rural High School" at Tayabas, Tayabas, provides that this school shall be under the direction, supervision, and control of the Director of Education as are the other Government schools. The expense of establishing and maintaining this school shall be paid from the funds left by the late Luis Palad and from any funds which the Government, any of its dependencies, or any other person may donate. It may be noted here that Luis Palad was a teacher in Tayabas, at that time the capital of Tayabas Province. Prior to his death in 1896, he bequeathed the bulk of his estate to the municipality of Tayabas for the purpose of establishing and maintaining a secondary agricultural school in that place. The expenditure of these funds is subject to the action of the Provincial Governor who was named ex-officio administrator of the estate.

First Rural High School

Act No. 3226, increasing the number of schools to which municipal pensionados may be sent, amends sections 2255 and 2256 of the Administrative Code. The Act includes the Philippine Normal School, the Philippine School of Arts and Trades, the Central Luzon Agricultural School, the College of Agriculture, University of the Philippines, and any other Insular, provincial, or special school, or college, which offers special training for the teaching of the academic branches, domestic science, agriculture, or arts and trades. The amendment also specifies the manner in which the pensionados shall be appointed.

Training Schools To Which Municipal Pensionados May Be Sent

It is gratifying to note that several bills, having as their purpose the provision of permanent sources of school revenues, were presented in both houses during the last session. Senate Bill No. 138 is an example.

Attempts to Provide Additional School Revenue

This Bureau repeats its recommendation for the enactment of the following legislation:

Recommendation of Legislation Previously Proposed

1. Permitting municipalities and provinces to levy school taxes much greater than those legalized at present;
2. Fixing a provincial school fund with a definite source of annual revenue;
3. Providing provincial and municipal governments greater participation in Insular revenues, preferably with more or less fixed amounts guaranteed over a term of years; or

4. Appropriating definite amounts extending over a period of five years or more to support properly the schools and classes opened under the provisions of Act No. 2782, known as the "Thirty-Million-Peso Act"; and

5. Providing permanent annual support for the extension and proper maintenance of agricultural schools.

VOCATIONAL SECONDARY SCHOOLS

Economic Development and Vocational Education

Vocational schools are essential to the progress of a country, but their success and their popularity are largely determined by the degree of economic development which the country has reached. The average student enrolls in the school which will prepare him to receive after graduation the best financial returns for the time and money which he has invested in his education. As the number of good positions available for graduates of vocational schools increase the greater will be the number of ambitious and highly intelligent young people who will enter these schools.

The increase in the enrolment in vocational courses has exceeded that in the general course by 54 per cent, in the last six years the agricultural enrolment alone having increased 1,188 per cent. Adequate sites, better buildings and equipment, and a strong teaching force may have made a strong appeal to prospective students, but the determining cause of this increase in enrolment is the marked improvement in the economic development of the country during the last few years. Figure XVIII indicates the distribution of the various types of schools giving agricultural instruction.

Secondary Vocational Schools Increased

A number of our vocational schools have been changed from elementary to secondary, and it is probable that many more of the schools which now admit primary or intermediate pupils will in the future be developed so that secondary instruction only will be offered. This is due to two causes: younger pupils in the intermediate grades and the insistent demand for higher education in both academic and vocational schools.

The Influence of Trade Schools

Furniture making in the Philippines was largely a foreign monopoly until the development of Insular and provincial trade schools. Now a large part of the furniture made is produced in shops owned and managed by Filipinos. This is especially true in the manufacture of the better grades of hardwood furniture. Although the prices of the articles made in these establishments are higher than the

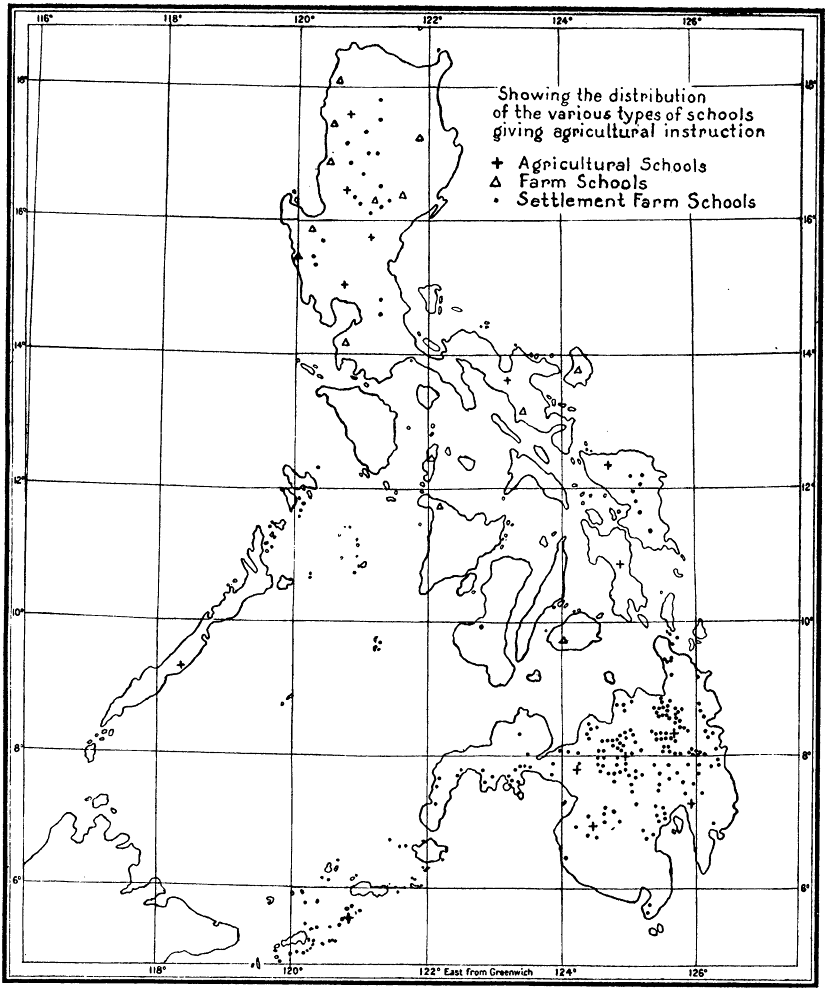

Showing the distribution of the various types of schools giving agricultural instruction
+ Agricultural Schools
△ Farm Schools
• Settlement Farm Schools
116°
118°
120°
122°
124°
126°
18°
16°
14°
12°
10°
8°
6°
122° East from Greenwich

Fig. XVIII

prices in the Chinese shops, the quality of the trade-school work is such that the products have a ready sale in all provinces.

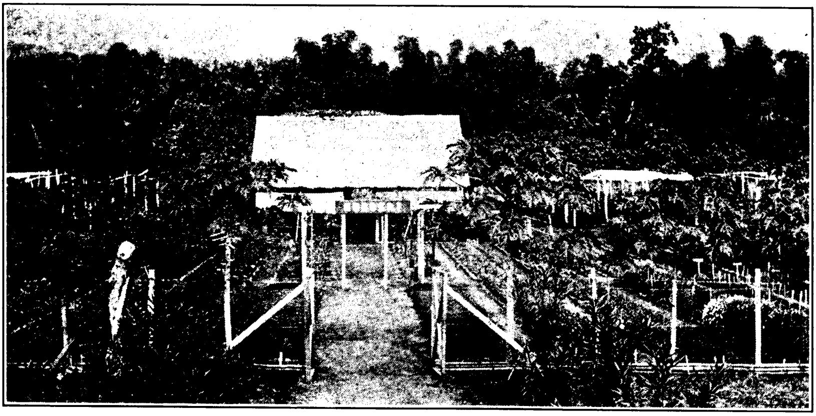
Trade-school students not only receive lessons in the dignity of labor, but they also realize that their labor yields a certain amount of material, social, and moral satisfaction. The trade school offers to poor students the opportunity to work their way through school, thus enabling them to acquire a secondary education, which would otherwise be impossible.

Shop work, Zamboanga Trade School, Zamboanga

Poultry project, Baybay Agricultural School, Leyte

UNIV. OF MICH.

The Arevalo School Garden, Iloilo



The nursery at Baybay Agricultural School, Leyte

Plans have been formulated for the trade schools which provide for each student's doing a certain amount of work which will benefit his home. This may consist of the construction of furniture for home use or the performance of repair jobs around the home. The idea has also been stressed that commercial production must be subordinated to the making of articles which develop skill and which demonstrate new principles of technique.

The Developing of Home Skills

Students in the Zamboanga Trade School have been assigned to the construction of school buildings. This has given the students excellent practice in a kind of work which always demands laborers and has resulted in savings of from twenty-five to forty per cent in the cost of school buildings. Approval has been given for the extension of this work to other trade schools.

Trade Pupils Do Building Construction

The Philippine School of Arts and Trades, located in Manila, is a free, secondary, insular school for boys. In so far as possible, a student is permitted to take his choice of the following four-year shop courses:

The Philippine School of Arts and Trades

A. Iron Working—
    1. Machine-shop practice.
    2. Auto repairing.
    3. Stationary engineering.
    4. Preparatory engineering.
B. Wood Working—
    1. Wood machine.
    2. Wood turning.
    3. Wood finishing.
C. Building Construction.
D. Drafting.

Each student is required to take a shop course and the Trade School academic course. Both the academic and the industrial departments show marked improvement over their work of previous years, which may be, in a large measure, due to the strict enforcement of eligibility requirements for the entrance of prospective students.

As an experiment, stereoscopes and pictures of the industries studied in the school were purchased. To encourage careful reading and notation of the material on the back of the pictures, a written report on these pictures was accepted as one book report. The

Visual Aids to Academic Instruction

use of magazines and encyclopedias has also helped to make the work much more interesting and instructive. A series of special lessons on the Philippine industries, including rubber production, fruit growing, fishing, and lumbering has been planned.

Types of Agricultural Schools

In addition to the agricultural schools which offer only the work of the elementary grades, there are agricultural schools which give a part or all of the secondary courses. Of these, there are two types: those which are boarding schools and those which are day schools. They give the same courses and are patterned after the Central Luzon Agricultural School. Material for a new course of study which will take into account the differences in the regions served by the various schools is being prepared. It is hoped that it will be ready for distribution early in the coming school year. Table 42 indicates the production in all of the agricultural schools, including those which enroll primary and intermediate pupils.

TABLE 42.—*Schools of Agriculture as of March, 1925*

Type of school	Total number	Annual enrolment March, 1925	Area of schools in hectares		Animals	Value of school products
			Cultivated	Total		
Agricultural	14	2,900	1,158	6,338	10,355	₱209,703.78
Farm	14	2,505	204	440	3,307	62,314.13
Settlement	290	18,374	1,381	5,845	4,419	116,329.10
Total	318	23,779	2,743	12,623	18,081	388,347.01

Aid needed to Put Agricultural School Graduates on Homesteads

The greatest need in the program of agricultural education is to find a means whereby the graduates can be given a chance to put into practice the things they have learned. Some agency should be maintained whereby large groups of graduates of our agricultural schools may be established on public land suitable for agricultural purposes. At present, many of them are compelled to do work until they have earned enough money to start farming.

The teacher-training schools, at present a part of the Philippine public school system, comprise:

Normal Schools and Normal Courses

1. The Philippine Normal School in Manila;
2. Seven provincial normal schools, one located at Bayambang, Pangasinan, and the others in the provincial capitals of Ilocos Norte, Ilocos Sur, Cebu, Albay, Iloilo, and Zamboanga; and

3. Ten secondary normal courses in the provincial high schools of Bukidnon, Camarines Sur, Capiz, Leyte, Samar, Mountain, Pangasinan, Tarlac, Cagayan, and Nueva Vizcaya.

New Curriculum for the Philippine Normal School

The new curriculum for the Philippine Normal School, which went into effect in June, 1925, contains a four-year academic course and a four-year domestic-science course, the entrance requirements to which are completion of two years of high school; a two-year course for graduates of the academic course of the high school; and a two-year course for graduates of the high-school domestic-science course. Completion of any one of these courses makes the student eligible for Insular appointment at the entrance salary for a normal-school graduate. No change has been made in the four-year curriculum now in effect in provincial normal schools and in high schools offering normal training, but a committee has been appointed to study and revise it.

The Function of These Schools

The provincial normal schools and the high schools with normal courses should furnish each year recruits not only for the vacant teacher-positions in elementary schools, but for those created by the growth of the schools. The function of the Philippine Normal School will be in the future to furnish principals and supervising teachers for the elementary schools, critic teachers for provincial normal schools and classroom teachers for the elementary schools. While most of the classroom teachers should be furnished by provincial, teacher-training schools, it is believed that in every supervising district there should be a number of more highly and specially trained classroom teachers to set standards and to serve as demonstration teachers. As the curriculum of the Philippine Normal School is two years in advance of the provincial normal schools and normal courses, it is able to supply schools with the specially trained teachers needed. Of the enrolment in the junior year of this school, 44 per cent and, in the senior year, 24 per cent, were high-school graduates when they entered the normal. The two-year course formerly offered for the training of supervising teachers and principals has been dropped, and many of the subjects of this course have been incorporated in the revised four-year course. The last group to complete this two-year course will graduate in March, 1926.

Enrolment in Normal Schools and Courses

Table 43 shows the enrolment in the teacher-training schools of these Islands.

TABLE 43.—*Enrolment in normal schools and normal courses for the school year 1925–26*

School	Monthly enrolment, September, 1925				
	Academic course	Home Economics course	Supervising Teachers and principal's course	Provincial and Secondary normal course	Total enrolment
Philippine Normal School [a]	1,181	196	41	----------	1,418
Seven provincial normal schools	----------	----------	----------	3,076	3,076
Ten secondary normal courses	----------	----------	----------	2,120	2,120
Total	1,181	196	41	5,196	6,614

[a] Prior to June, 1925, the entrance requirement was completion of at least the first year of a secondary course. Beginning with June, 1925, completion of two years of a secondary course has been required.

The number of pupils enrolled in all normal-school courses, on the basis of the monthly enrolment for September, 1925, was 12.5 per cent of the total enrolment of all schools above the elementary level.

Selection of Entrants to Normal Schools

Certain policies and practices carried out this year have, to a considerable degree, raised the standard of efficiency in teacher-training. A concerted effort has been made this year to limit the enrolment in normal courses to students who are superior in personality, scholarship, and character. The selection of students has been accomplished by several methods. The Philippine Normal School in 1924 and in 1925 gave intelligence tests as entrance examinations, and the other teacher-training schools have used both intelligence tests and students scholarship ratings in selecting students, as recommended by the division superintendents in convention in 1924. Intelligence scores, previous scholarship records, and the personal judgment of the principal have all been factors in determining the qualifications of the applicants.

Trained Teachers Assigned to Normal Schools

The division superintendents in convention in 1925 recommended that only teachers of high educational qualifications and with sucessful teaching experience be assigned to normal schools as principals, critic teachers, or teachers of methods and professional subjects. In so far as funds have made it possible, this Office in making Insular assignments has carried out the policy indorsed by the recommendation.

The agent of this Office who selects teachers in the United States for the Philippine service has been instructed to fill, if possible, our quota of American teachers for 1926 with graduates from normal schools and teachers' colleges which require four years' work for graduation. Some will be selected who have majored in English and some who have majored in education. For graduates of teachers' colleges, one year of successful teaching experience will be required. Preference will be given to teachers with recent experience in modern school systems. Although all teachers are chosen with the understanding that they will teach high-school English, it is the intention to place in the normal schools those especially qualified for teacher-training work. If this policy is carried out from year to year, the personnel of the teaching staff in our teacher-training institutions will be gradually brought up to desired standards.

The Selection of New American Teachers

Our normal schools have to solve two vital problems of coördination—the harmonizing of the work in the professional classes with that in the training schools, and the work in the normal schools with that in the field. In the past the complaint has been made that too often in our normal schools there was no perceptible connection between theory as discussed in the classroom, and practice as exemplified in the training department. During the year 1925, definite accomplishments have been made toward the solution of these two problems. The most important means employed have been: (1) assigning the supervisor of the training classes and the principal of the normal school to teach professional subjects; (2) requiring the critic teachers to visit occasionally the professional classes of the secondary department; and (3) requiring the teachers of special methods and the teachers of first-year English to observe the work in the training department.

Coördination of Theory and Practice

During the past two years several school divisions have put into force salary schedules and have established policies relative to the selection of new teachers that give normal-school graduates and undergraduates a substantial advantage over those from high schools. As a result the normal school is rapidly growing in popularity. Students cannot be forced into normal, agricultural, or any other vocational course, but they will choose to take courses which offer substantial inducements.

Salary Schedules Favorable to Normal Graduates

The Philippine School of Commerce

The Philippine School of Commerce organized its first senior class of the new four-year course in June, 1925. In keeping with the policy of the school to serve its students, an employment agency has been planned, the records and reports to be kept by the senior class. The idea is to help students get positions without their having to pay a part of their earnings to some agent.

High Quality of Training Indicated by Civil Service Examinations

All of the night-school students are employed in Government offices and commercial firms. In the last Civil Service junior bookkeeping examination in which more than one thousand were examined, three of the highest grades were made by students attending the evening classes. The Bureau of Civil Service reported that nearly all of the successful applicants were from the Philippine School of Commerce, which is proof of the value of the school to the public. Table 44 shows the present enrolment of the school.

TABLE 44.—*Day-school pupils and night-school pupils enrolled in the Philippine School of Commerce for three years*

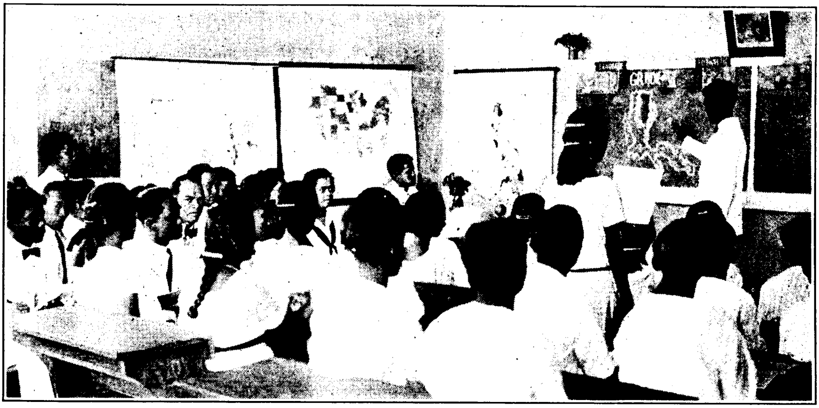
Year	Number of pupils enrolled		Total
	Day school	Night school	
1923-1924	402	322	724
1924-1925	548	379	927
1925-1926	473	460	933

The Nautical School

The Philippine Nautical School was established in 1913 for the purpose of raising the standard of the marine service in Philippine waters by preparing Filipino boys to be efficient marine officers. The cadets receive their training from nautical instructors who are licensed ship masters. The school is equipped with nautical instruments and facilities for practising nautical astronomy and seamanship. A training vessel would prove of great practical benefit to the school.

The School for the Deaf and the Blind

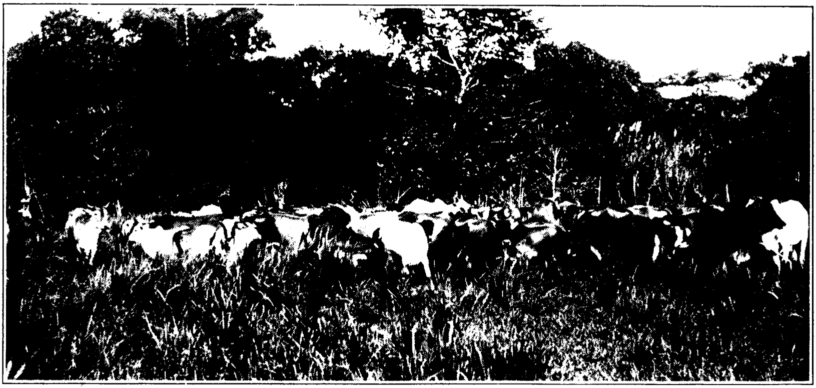
In organization and purpose, the School for the Deaf and the Blind differs but little from a hearing and seeing school. The pupils, who room and board in the institution, are given daily assignments five days in the week. Saturdays and Sundays are left free for recreation. The school has four departments—academic, industrial and vocational, musical, and physical education. The academic department includes all the grades up to the second year of the high school. The industrial and vocational subjects



Demonstration class in geography, Daet Central School, Camarines Norte

Boy Scout troop of the School for the Deaf and the Blind, Pasay, Rizal

Arrival of newly-purchased herd of carabao at Central Luzon Agricultural School, Muñoz, Nueva Ecija



Range cattle, Bukidnon Agricultural School taught are typewriting, tuning and repairing pianos, housekeeping, embroidery and sewing, carpentry on a small scale, agriculture and gardening, laundry work, and basket and mat making for the primary grades. The music department offers instruction in orchestra and voice to the blind. All pupils are required to take a definite amount of exercise in the open air every day under the supervision of assigned teachers.

Normal Activities Taught in this School

The deaf pupils in all grades now receive uniform language instruction based on the best authorities in the United States. Speech is taught through the first three grades. The environment of the blind has been improved by the introduction of normal activities such as daily games, work in the yard and in the laundry, Boy Scout instruction, and swimming. The blind in the school are not regarded as helpless, hopeless, and useless. This attitude on the part of the teachers does much to encourage the pupils to make the most of their opportunities to grow into happy, useful men and women.

Difficulty of Securing These Pupils

The present enrolment is one hundred and three. Table 45, which gives the December enrolment for the past three years, shows to what extent the enrolment for 1925 has increased over that of past years.

TABLE 45.—*Enrolment for three years in the School for the Deaf and the Blind*

Year	Boys	Girls	Total
1923	56	30	86
1924	64	28	92
1925	72	31	103

Despite this increased attendance, there is still difficulty in securing pupils, especially girls. Each town and barrio has its deaf and blind children, but many parents cannot bear to have their afflicted children separated from them because of a selfish affection. In still other cases, it takes nothing less than a visit to the classrooms to convince the parents that the deaf and the blind can be educated.

Improvements Needed in this School

The introduction of more definite industrial or trade instruction for the older boys, who are, for the most part, intelligent, industrious, and ambitious is greatly needed. In mental ability and character they are fitted to make their way in the world. The problem of preparing them to take their places in the industries remains unsolved.

More Vocational Schools Needed

Vocational schools have been established by the Bureau of Education as rapidly as was consistent with the economic needs of the country and its financial ability to meet these needs. As the Philippines is just beginning a period of intensive agricultural and industrial development, the number of vocational schools will have to be increased. However, as vocational training is the most expensive form of education that we can give to our students, a considerable amount of additional funds will have to be appropriated in order to maintain properly the standards of our trade and agricultural schools.

APPENDIXES

Appendix A.—BUREAU OF EDUCATION PERSONNEL

December 31, 1925

THE DIRECTORATE

LUTHER B. BEWLEY, Director of Education[1]
GABRIEL R. MAÑALAC, Assistant Director of Education[2]

THE GENERAL OFFICE

GEORGE R. SUMMERS, Assistant to the Director.
WALTER G. M. BUCKISCH, Chief of the Academic Division.[3]
CHARLES A. BLUE, Chief of the Industrial Division.[4]
NORTH H. FOREMAN, Superintendent of Agricultural Education.[5]
J. SCOTT MCCORMICK, Superintendent on Special Assignment.[6]
CHARLES V. CLINE, Superintendent on Special Assignment.[7]
MARY E. POLLEY, Superintendent on Special Assignment.[8]
Miss MARTHA D. RING, Editor.[9]
Miss NELL BLYTHE WALDRON, Editor.[10]
JOSE A. DE KASTRO, Chief Clerk.
MARIANO G. DEL ROSARIO, Chief Accountant.
ALBERTO DALUSUNG, Property Officer.
MAXIMIANO RAZON, Acting Chief of the Records Division.[11]

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[1] Luther B. Bewley returned from leave of absence in the United States, January 24, 1925.

[2] Gabriel R. Mañalac acted as Director of Education during the absence of the regular incumbent.

[3] Walter G. M. Buckisch was appointed Chief of the Academic Division, effective June 1, 1925, relieving Miss Mary E. Polley.

[4] Charles A. Blue was appointed Chief of the Industrial Division, effective June 1, 1925. North H. Foreman acted as Chief of the Industrial Division in addition to his regular duties until May 15, 1925. Miguel Guerrero acted as Chief from May 16, 1925 until the appointment of Charles A. Blue.

[5] North H. Foreman, went on leave of absence May 16, 1925.

[6] J. Scott McCormick was appointed Superintendent on Special Assignment, effective September 21, 1925, following his return from leave of absence.

[7] Charles V. Cline was appointed Superintendent on Special Assignment, effective October 19, 1925, following his return from leave of absence.

[8] Miss Mary E. Polley was appointed Superintendent on Special Assignment, effective June 1, 1925.

[9] The resignation of Miss Martha D. Ring was accepted, effective February 2, 1926. Her last day of service was December 19, 1925.

[10] Miss Nell Blythe Waldron was appointed Editor, October 30, 1925.

[11] Maximiano Razon was appointed Acting Chief of the Records Division, effective October 16, 1925. Fulgencio Vega was transferred to another office of the Government.

THE FIELD

Superintendents

Name	Province or School	Headquarters
Gabino Tabuñar (Acting)	Abra	Bangued
Elbert O. Parker (Acting)	Agusan	Butuan
Samuel J. Wright	Albay	Legaspi
Venancio Nebrida	Antique	San Jose
Fernando V. Bermejo	Bataan	Balanga
Carmelo P. Quintero	Batanes	Basco
Leodegario Victorino	Batangas	Batangas
Frank L. Meinke	Bohol	Tagbilaran
William H. Pickell	Bukidnon	Malaybalay
Daniel E. Clancy	Bulacan	Malolos
Eddy S. Merritt (Acting)	Cagayan	Tuguegarao
Vicente Garcia	Camarines Norte	Daet
Ernest Schaffner	Camarines Sur	Naga
James M. Swartz	Capiz	Capiz
Lewis P. Willis	Cavite	Cavite
John J. Heffington	Cebu	Cebu
James E. McCall	Cotabato	Cotabato
M. A. Maxey (Acting)	Davao	Davao
Dwight W. Hiestand	Ilocos Norte	Laoag
B. Fielden Nutter	Ilocos Sur	Vigan
Robert Clauson	Iloilo	Iloilo
John H. Manning Butler	Isabela	Ilagan
Roderick G. McLeod	Laguna	Santa Cruz
Harry L. Cash (Acting)	Lanao	Dansalan
Frederick J. Waters	Leyte	Tacloban
H. A. Bordner	Manila	Manila
Florentino Cayco (Assistant)	Manila	Manila
Santiago Dumlao	Marinduque	Boac
Prudencio Langcauon (Acting)	Masbate	Masbate
Cenon Monasterial	Mindoro	Calapan
Arnold E. Bartlett	Misamis	Cagayan
John C. Early	Mountain	Bontoc
Luther Parker (Acting)	Nueva Ecija	Cabanatuan
Roy D. Bennett	Nueva Vizcaya	Bayombong
Arthur C. Wittman	Occidental Negros	Bacolod
Frederick G. Roth	Oriental Negros	Dumaguete
Justo Ramos	Palawan	Cuyo
Adam C. Derkum	Pampanga	San Fernando
Edward J. Murphy	Pangasinan	Lingayen
Quirino San Buenaventura (Acting)	Rizal	Pasig
Cecilio Putong	Romblon	Romblon
J. W. Light	Samar	Catbalogan
Antonio Nera	Sorsogon	Sorsogon
Carl M. Moore	Sulu	Jolo
John H. McBride, Jr.	Surigao	Surigao
Arthur G. Spiller	Tarlac	Tarlac
Gilbert S. Perez	Tayabas	Lucena
Benito Pañgilinan	Union	San Fernando
Celedonio Salvador	Zambales	Iba
John F. Brown	Zamboanga	Zamboanga
Roy K. Gilmore	Philippine Normal School	Manila
Robert L. Barron	Philippine School of Arts and Trades.	Manila
Carl Rydell	Philippine Nautical School	Pasay, Rizal
Sylvester C. Kelleher	Central Luzon Agricultural School.	Muñoz, Nueva Ecija

Superintendents on Special Assignment

CHARLES V. CLINE [1]

J. SCOTT McCORMICK [1]

MISS MARY E. POLLEY [1]

Superintendent Unassigned

RALPH E. SPENCER [2]

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[1] See General Office Staff.

[2] Ralph E. Spencer went on leave April 15, 1925, and returned December 14, 1925.

Superintendents on Leave in the United States

O. H. Charles, since April 29, 1925.

North H. Foreman, since May 16, 1925.

Thomas J. McQuaide, since June 1, 1925.

Salustiano Vibar, since August 22, 1925.[1]

Separation of Superintendents from the Service

Carl B. Crabtree, resigned effective June 6, 1925. Retired under Act No. 3050.

Horace E. Cutler, resigned effective July 24, 1924. Retired under Act No. 3050.

Peter Grady Garrett, resigned effective January 1, 1925. Retired under Act No. 2589.

William R. Hamme, resigned effective June 27, 1924.

Charles E. Hoye, resigned effective January 22, 1925. Retired under Act No. 3050.

Ernest H. Oesch, resigned effective May 18, 1925.

Ralph F. Rawson, resigned effective December 21, 1924. Retired under Act No. 2589.

Principals of Provincial Normal Schools

Albay	Miss Edith M. Hill
Cebu	Miss Wilma O. Spicer
Ilocos Norte	Venancio Trinidad
Ilocos Sur	Federico Piedad
Iloilo	Quince E. Richardson
Bayambang–Pangasinan	Miss Mamie Belle Norton
Zamboanga	Mrs. Mary T. Russell[2]

Principals of Secondary Schools

Abra	Angel M. Instrella (Acting)
Agusan	Simeon Vale
Albay	Guy L. Hilleboe
Virac	Sixto C. Palaypay (Acting)
Antique	Estanislao R. Lopez
Bataan	Aquilino L. Cariño (Acting)
Batanes	Antonio F. Ascaño
Batangas	Esteban R. Abada
Bohol	Fayette S. Myers
Bukidnon	Maximo F. Gimenez
Bulacan	Geo. N. Shafer
Cagayan	Arthur T. Heidenreich
Camarines Norte	Ildefonso Santos
Camarines Sur	Russel J. Sholes (Acting)
Capiz	Clarence L. Vaughn
Cavite	Edmund W. Schedler (Acting)
Cebu	John M. McMullin
South Extension-High School	Landis Doner
Cotabato	Ricardo Castro (Acting Provincial)

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[1] Salustiano Vibar was sent to the United States as a pensionado of the Government of the Philippine Islands.

[2] Also high-school principal.

Principals of Secondary Schools—Continued

Davao	Adolfo Cascolan
Ilocos Norte	Urban L. Coble (Acting)
Ilocos Sur	Edward M. Kuder
Tagudin	Aniano Tolentino
Iloilo	Albert Haynes
Isabela	Donato B. Boado
Laguna	Miss C. Amy Jackson
Lanao	Mrs. Fleta R. Cash
Leyte	Mrs. D. Marie Selsor
Manila:	
North	Isadore Cohen
South	Mrs. Mabel R. Carlson
East	John J. Carl
Legarda High School	James P. Burns (Acting)
Central	Miss Elizabeth G. Flagg
Commerce	Miss Belle Murphy
Deaf and Blind	Miss Julia Hayes
Marinduque	Daniel M. Salcedo (Acting)
Masbate	Alfonso Villaflor
Mindoro	Aurelio P. Arguelles
Misamis	Archer B. Parham
Mountain	Richard B. Patterson
Nueva Ecija	Roscoe E. Lautzenhiser (Acting)
Nueva Vizcaya	Cyrus A. Knutson (Acting)
Occidental Negros	Arthur I. Stickel
Oriental Negros	King W. Chapman
Siquijor	Pelagio G. Villarin
Palawan	Norberto Devera
Pampanga	Miss Inez E. Crawford
Pangasinan	George W. Van Hee (Acting)
Rizal	Hadwen H. Williams
Romblon	Ceferino Purisima
Samar	Gregorio Lardizabal
Sorsogon	Valentin D. Acebron
Surigao	John D. Stumbo (Acting)
Sulu	Gilmore Bradford
Tarlac	Orville A. Babcock
Tayabas	George Lynam (Acting)
Union	Antonio A. Maceda
Zambales	Indalecio Madamba
Zamboanga	Mrs. Mary T. Russell

Appendix B.—COURSES OF STUDY

First Grade	Second Grade	Third Grade	Fourth Grade
Language, conversational English, good manners and right conduct, and civics, hygiene, and sanitation (525).[a] Reading (375).[b] Phonics (50). Number work (150). Writing (100). Music (100). Physical education (125).[c]	Language, conversational English, good manners and right conduct, and civics, hygiene, and sanitation (350).[a] Reading (400).[b] Phonics (50). Arithmetic (150). Spelling (50). Writing (75). Music (125). Physical education (125).[c] Industrial work:[d] Boys: Handweaving, or making of native baskets, or gardening, or club work (175). Girls: Sewing, or club work (175).	Language, conversational English, good manners and right conduct, and civics, hygiene, and sanitation (350).[a] Reading (350).[b] Phonics (50). Arithmetic (200). Spelling (50). Writing (75). Music (100). Home geography (150) Physical education (125).[c] Industrial work:[d] Boys: Making of mats, handbags, etc., or hat making, or making of native baskets, or gardening, or club work (175). Girls: Sewing three times a week (105) and embroidery, or lace making, or crocheting, or hat making, or club work twice a week (70).	Language, conversational English, good manners and right conduct, and civics, hygiene, and sanitation (375).[a] Reading (350).[b] Phonics (50). Arithmetic (200). Spelling (50). Writing (75). Music (100) Geography (175). Physical education (125).[c] Industrial work:[d] Boys: Macrame, or making of mats, handbags, etc., or hat making, or advanced basketry, or slipper making, or carving, or woodworking, or making of brushes and brooms, or gardening, or pottery making, or club work (225). Girls: Sewing twice a week (90) and embroidery, or lace making, or tatting, or crocheting, or hat making, or club work three times a week (135).

The figures in parentheses indicate the number of minutes a week, the number of recitations a week being five unless otherwise stated.

[a] Opening exercises are included with language, conversational English, good manners and right conduct, civics, hygiene, and sanitation, since this period is devoted to instruction in conduct, civics, and health.

[b] The 75 minutes previously devoted to drawing are now added to reading. This will continue until a new course in drawing is prepared.

[c] Exclusive of the fifteen-minute recess period given to group games and spontaneous play.

[d] A deduction of 25, 75, and 75 minutes has been made in the time allotment of grades two, three, and four, respectively. This time has been added to reading.

INTERMEDIATE COURSES

GENERAL COURSE

Fifth Grade	Sixth Grade	Seventh Grade
Opening exercises (50). Reading (200). Language (200). Spelling (50). Phonics (50). Conversational English twice a week (40); good manners and right conduct and civics, hygiene, and sanitation three times a week (60). Arithmetic (200). Geography (200). Writing (100). Drawing once a week (80). Music (100). Industrial work: Boys: Making of mats, handbags, etc., or hat making, or basket making, or slipper making, or woodworking, or furniture making, or gardening, or club work (320) four times a week. Girls: Cooking and housekeeping once a week (80); sewing once a week (80); and embroidery, or lace making, or crocheting, or club work (160) two times a week. Physical education (200).	Opening exercises (50). Reading (200). Language (200). Spelling (50). Phonics (50). Conversational English twice a week (40); good manners and right conduct and civics, hygiene, and sanitation three times a week (60). Arithmetic (200). Geography (200). Writing (100). Drawing once a week (80). Music (100). Industrial work: Boys: Gardening or club work (320) four times a week. Girls: Cooking and housekeeping twice a week (160); sewing once a week (80); and embroidery ,or lace making, or crocheting club work (80) once a week. Physical education (200).	Opening exercises (50). Reading (200). Language (200). Spelling (50). Phonics (50). Conversational English twice a week (40); good manners and right conduct three times a week (60). Arithmetic (200). Physiology, hygiene, and sanitation (200). Philippine history and government (200). Drawing, for boys only, twice a week (160).[a] Industrial work: Boys: Woodworking, or furniture making three times a week (240); or gardening or club work (400).[a] Girls: Cooking, housekeeping, and home nursing three times a week (240); sewing once a week (80); and embroidery, or lace making, or crocheting, or loom weaving, or club work once a week (80). Physical education (200).

The figures in parentheses indicate the number of minutes a week, the number of recitations a week being five unless otherwise stated.

[a] Seventh-grade boys taking gardening or industrial work other than woodworking have gardening or industrial work five times a week and no drawing.

TRADE COURSE

Fifth Grade	Sixth Grade	Seventh Grade
Reading (200). Language (200). Spelling (50). Phonics (50). Conversational English twice a week (40); good manners and right conduct and civics, hygiene, and sanitation three times a week (60). Arithmetic (200). Drawing (400). Shopwork: Woodworking or ironworking (400).	Reading (200). Language (200). Spelling (50). Phonics (50). Conversational English twice a week (40); good manners and right conduct and civics, hygiene, and sanitation three times a week (60). Arithmetic (200). Drawing three times a week (240). Shopwork: Woodworking or ironworking (600).	Reading (200). Language (200). Spelling (50). Phonics (50). Philippine history and government (100). Arithmetic twice a week (160). Drawing twice a week (160). Estimating once a week (80). Shopwork: Woodworking or ironworking (600).

The figures in parentheses indicate the number of minutes a week, the number of recitations a week being five unless otherwise stated.

INTERMEDIATE COURSES—Continued

FARMING COURSE

Fifth Grade	Sixth Grade	Seventh Grade
Reading (200). Language (200). Spelling (50). Phonics (50). Conversational English twice a week (40); good manners and right conduct and civics, hygiene, and sanitation three times a week (60). Arithmetic (200). Agriculture (200). Farm work (minimum 600). Drawing, carpentry, ironworking, and repair work on rainy days or when necessary.	Reading (200). Language (200). Spelling (50). Phonics (50). Conversational English twice a week (40); good manners and right conduct and civics, hygiene, and sanitation three times a week (60). Arithmetic (200). Agriculture (200). Farm work (minimum 600). Drawing, carpentry, ironworking, and repair work on rainy days or when necessary.	Reading (200). Language (200). Spelling (50). Phonics (50). Philippine history and government (100). Arithmetic (200). Agriculture (200). Farm work (minimum 600). Drawing, carpentry, ironworking, and repair work on rainy days or when necessary.

The figures in parentheses indicate the number of minutes a week, the number of recitations a week being five unless otherwise stated.

SECONDARY COURSES

THE GENERAL COURSE

Required Subjects

First Year	Second Year	Third Year	Fourth Year
Literature (4). Current events (1).	Literature and composition (5).	Literature and composition (5).	Literature and composition (5).
Composition (5).	Physical geography (5). General science (5).	Biology (5D).	Economic conditions in the Philippines (5).
United States history (3). United States government (2).	General history (4). Current events (1).	General history (4). Current events (1).	Philippine history and government (4). Current events (1).
Algebra (5).	Geometry (5).	Advanced algebra (5). Review arithmetic (5).	Physics (5D).
Physical education: Group games, etc. (5).	Physical education: Military drill (2). Group games, etc. (3).	Physical education: Military drill (2). Group games, etc. (3).	Physical education: Military drill (2). Group games, etc. (3).

Optional Subjects

First Year	Second Year	Third Year	Fourth Year
Music.	Music.	Spanish (5). Music.	Spanish (5). Music.

The figures in parentheses indicate the number of forty-minute periods a week.
D = double or eighty-minute period.

SECONDARY COURSES—Continued

THE DOMESTIC-SCIENCE COURSE

Required Subjects

First Year	Second Year		Third Year	Fourth Year
Literature (4). Current events (1).	Literature and composition (5).		Literature and composition (5).	Literature and composition (5).
Composition (5).	Physical geography (5).	General science (5).	Biology (5D).	Economics (5).
United States history (3). United States government (2).	General history (4). Current events (1).		General history (4). Current events (1).	Philippine history and government (4). Current events (1).
Embroidery or lace making (3D). Plain sewing (2D).	Housekeeping and cookery (3D). Plain sewing (2D).		Foods and cookery (3D). Embroidery or lace making (2D).	First aid, home care of sick, care and feeding of infants and of children (3D). Embroidery or lace making (2D).
Physical education (3).	Physical education (3).		Physical education (3).	Physical education (3).

Optional Subjects

First Year	Second Year	Third Year	Fourth Year
Music.	Music.	Spanish (5). Music.	Spanish (5). Music.

The figures in parentheses indicate the number of forty-minute periods a week. D = double or eighty-minute period.

SECONDARY COURSES—Continued

THE FOUR-YEAR NORMAL COURSE [1]

First Year	Second Year		Third Year		Fourth Year	
Literature (4). Current events (1).	Literature and composition (5).		Literature and composition (5).		Literature and composition (5).	
Composition (5).	Reading (5).		Biology (5D).		Economics (5).	
United States history (3). United States government (2).	General history (4). Current events (1).		General history (4). Current events (1).		Philippine history and government (4). Current events (1).	Physiology, hygiene, and sanitation (5).
Arithmetic (5).	Physical geography (5).	Geography (5).	Psychology (5).	General methods (5).	School management (5).	History of education (5).
Industrial work (3D). Drawing (2D).	Algebra (5).		Music (3). Writing (2).		Observation and teaching (5D).	
Physical education (3).	Physical education (3).		Observation (3).		Physical education (3).	

[1] Revision contemplated.

The figures in parentheses indicate the number of forty-minute periods a week. D = double or eighty-minute period.

THE FOUR-YEAR COMMERCIAL COURSE

First Year	Second Year	Third Year		Fourth Year	
Literature (4). Current events (1).	Business English and spelling (5).	Business English and spelling (5).		Business English and spelling (5).	
Composition (5).	Literature and composition (5).	Literature and composition (5).		Philippine government (5).	Elements of economics (5).
United States history (3). United States government (2).	Stenography or bookkeeping (5).	Stenography or bookkeeping (5).		Stenography or bookkeeping and accounting (5).	
Algebra (5).	Practical business arithmetic (5).	Commercial geography (5).	Commercial law (5).	Spanish (5).	
Penmanship (5).	Typewriting (5).	Spanish (5).		Typewriting (5).	
Physical education (1).	Physical education (1).	Typewriting (5).			
		Physical education (1).		Physical education (1).	

The figures in parentheses indicate the number of forty-minute periods a week.

SECONDARY COURSES—Continued

THE FOUR-YEAR TRADE COURSE

First Year	Second Year	Third Year	Fourth Year
English composition (5).	English (5).	English (5).	English (5).
Literature (4). Current events (1).	General history (5).	Solid geometry (5). Advanced algebra (5).	Physics (5).
Elementary algebra (5).	Plane geometry (5).	Mechanics (5).	Trigonometry (5). Review arithmetic (5).
Drawing (5D).	Drawing (5D).	Drawing (5D).	Drawing (5D).
Shopwork (3 hours daily).	Shopwork (3 hours daily).	Shopwork (3 hours daily).	Shopwork (3 hours daily).

The figures in parentheses indicate the number of forty-minute periods a week.
D = double or eighty-minute period.

THE FOUR-YEAR FARMING COURSES

First Year	Second Year	Third Year	Fourth Year
English (5).	English (5).	English (5).	English (5).
Farm arithmetic (5).	Civic biology (5D).	Farm entomology (5D).	Farm physics (5D).
Physical education (2).	Physical education (2).	Physical education (2).	Physical education (2).
Field work[1] (4 hours daily for 6 days a week).	Field work[1] (4 hours daily for 6 days a week).	Field work[1] (4 hours daily for 6 days a week).	Field work[1] (4 hours daily for 6 days a week).
Horticulture[2] (5) or Farm engineering[4] (5).	Animal husbandry[2] (5) or Farm engineering[4] (5).	Farm crops[3] (5) or Farm engineering[4] (5) or Farm management[5] (5).	Extension work[3] (5) or Farm engineering[4] (5) or Farm management[5] (5).

The figures in parentheses indicate the number of forty-minute periods a week.
D = double or eighty-minute period.

[1] The field work consists of the performance of practical tasks in the shop or in the field when such work is needed rather than at fixed daily hours. During each year a pupil is expected to spend 336 hours in shopwork and building construction, which time includes 84 hours of mechanical drawing (first and second years), of sketching (third year), and of plans and estimates (fourth year). In addition to the customary daily hours for practical work, each student renders 24 full 10-hour days of labor during a year, which forms a labor reserve to be used at the discretion of the principal of the school in constructing buildings, in planting and harvesting crops, in combating crop pests, and in handling emergencies which may arise from time to time in the management of a large productive farm.

[2] For the course in agricultural education and in farm management.

[3] For the course in agricultural education.

[4] For the course in farm mechanics.

[5] For the course in farm management.

Schools in which these secondary courses are given are in session throughout the calendar year. The work of the year is divided into (1) an academic period of 42 weeks (2) an all-day, field-work period of 4 weeks with field details working 10 hours daily for 6 days a week, (3) an examination and reclassification period of 2 weeks, and (4) a movable vacation period of 4 weeks.

SECONDARY COURSES—Continued

THE NAUTICAL COURSE

First Year	Second Year
Calisthenics (100).	
Elementary navigation, including deviation and compass compensation, chart, lead and log, algebra and geometry, logarithms and plain trigonometry, and piloting (900).	Advanced navigation, including astronomy, spherical trigonometry, latitude and longitude, rules for preventing collisions, meteorology, Summer and St. Hilaire's method, and ship's business (900).
Swimming (100).	
Semaphore (300).	Advanced seamanship, including sailmaking (300).
Elementary seamanship, including tying knots and splicing ropes (300).	Signaling—International code (300).
Boat drill and athletics twice a week; military drill twice a week; and fire drill once a week (300).	

The figures in parentheses indicate the number of minutes a week, the number of periods a week being five unless otherwise stated.

THE PHILIPPINE NORMAL SCHOOL

TWO-YEAR GENERAL COURSE

Entrance requirement—High-school Graduation

First Year		Second Year	
English (5).		English (5).	
Reading Methods (5).		Geography Methods (5).	Child Study (5).
Educational Psychology (5).	Principles of Teaching (5).	School Supervision or Physiology and Hygiene (5).	School Administration or Educational Measurement (5).
Music (5).	Drawing (5D).	Language Methods (5).	History of Education (5).
Arithmetic Methods (5).	Observation and Participation.	Principles of Education (5).	Practice Teaching (5).

The figures in parentheses indicate the number of forty-minute periods a week. D=Double or eighty-minute period.

Library methods may be elected in lieu of any semestral subject in the third or the fourth year if permission is so granted by the superintendent of the province from which the student comes. Only one student from a province may enroll in this course at a time.

SECONDARY COURSES—Continued

PHILIPPINE NORMAL SCHOOL—Continued

FOUR-YEAR GENERAL COURSE

Entrance Requirement—Completion of Second Year Secondary

First Year		Second Year	Third Year		Fourth Year	
English (5)		English (5)	English (5)		English (5)	
Reading Methods (5)		Language Methods (5)	Music II (5)	Drawing (5D)	Child Study (5)	History of Education (5)
Modern History (4) Current Events (1)		Economics (5)	Educational Psychology (5)	Principles of Teaching (5)	School Supervision or Sociology (5)	School Administration or Educational Sociology (5)
Biology (5D)		Arithmetic Methods (5)	Geography Methods (5)	Commercial Geography (5)	Educational Measurements (5)	Philippine History and Government (5)
Music I (5)	Writing (5)	Physics (5D)	Physiology and Hygiene (5)	Observation and Participation	Principles of Education (5)	Practice Teaching

The figures in parentheses indicates the number of forty-minute periods a week.
D=*Double or eighty-minute period.*

Library methods may be elected in lieu of any semestral subject in the third or the fourth year if permission is so granted by the superintendent of the province from which the student comes. Only one student from a province may enroll in this course at a time.

TWO-YEAR HOME-ECONOMICS COURSE

Entrance Requirement—Graduation from the Provincial Domestic Science Course

First Year		Second Year	
English (5)		English (5)	
Reading Methods (5)		Commercial Geography (5)	Physiology and Hygiene (5)
Educational Psychology (5)	Methods of Domestic Science (5)	Dietetics (5)	Music or Drawing (5)
Sewing II (5D)		Cooking II (5D)	
Chemistry of Foods (5)	Observation and Participation	Industrial Accounting (5)	Practice Teaching

The figures in parentheses indicate the number of forty-minute periods a week.
D=Double or eighty-minute period.

Library methods may be elected in lieu of any semestral subject in the third or the fourth year if permission is so granted by the superintendent of the province from which the student comes. Only one student from a province may enroll in this course at a time.

SECONDARY COURSES—Continued

PHILIPPINE NORMAL SCHOOL—Continued

FOUR-YEAR HOME ECONOMICS COURSE

Entrance Requirement—Completion of Second Year Secondary

<table>
<tr><th colspan="2">First Year</th><th colspan="2">Second Year</th><th colspan="2">Third Year</th><th colspan="2">Fourth Year</th></tr>
<tr><td colspan="2">English (5).</td><td colspan="2">English (5).</td><td colspan="2">English (5).</td><td colspan="2">English (5).</td></tr>
<tr><td>Music I (5).</td><td>Drawing (5D).</td><td colspan="2">Cooking I (5D).</td><td>Educational Psychology (5).</td><td>Domestic Science Methods (5).</td><td>Dietetics (5).</td><td>Home nursing (5).</td></tr>
<tr><td colspan="2">Sewing I (5D).</td><td colspan="2">Needlework (5D).</td><td colspan="2">Sewing II (5).</td><td colspan="2">Cooking II (5).</td></tr>
<tr><td colspan="2">Reading Methods (5).</td><td colspan="2">Modern History (5)</td><td colspan="2">Economics.</td><td>Geography Methods (4).</td><td>Commercial Geography (5).</td></tr>
<tr><td colspan="2">Biology (5D).</td><td>Language Methods (5).</td><td>Physiology and Hygiene (5).</td><td>Chemistry of Foods (5).</td><td>Observation and Participation</td><td>Industrial Accounting (5).</td><td>Practice teaching</td></tr>
</table>

The figures in parantheses indicate the number of forty-minute periods a week.
D=Double or eighty-minute period.

Library methods may be elected in lieu of any semestral subject in the third or the fourth year if permission is so granted by the superintendent of the province from which the student comes. Only one student from a province may enroll in this course at a time.

Appendix C.—TEXTBOOKS AND PUBLICATIONS

TEXTBOOKS APPROVED FOR USE IN ELEMENTARY SCHOOLS

FIRST GRADE

The Rizal Readers, Primer. Firman and others. The John C. Winston Co.

The Rizal Readers, First Reader. Firman and others. The John C. Winston Co.

Correct English, Grades I and II. Polley and Martinez. The Associated Publishers. (In hands of teachers only.)

The Progressive Music Series, Philippine Edition, Book One. Parker and others. Silver, Burdett & Co. (In hands of teachers only.)

Zaner Method Writing, Teachers' Manual No. 1. Zaner. Zaner & Bloser Co. (In hands of teachers only.)

Philippine Arithmetics, Teachers' Manual, for First and Second Grades, Poblador and Osias. World Book Co. (In hands of teachers only.)

Supplementary readers:

- Story Hour Readers, Revised, Primer. Coe and Dillon. American Book Co.
- The Elson Readers, Pupil's Hand Chart. Scott, Foresman & Co.
- The Elson Readers, Primer. Elson and Runkel. Scott, Foresman & Co.
- The Winston Readers, Primer. Firman and Maltby. The John C. Winston Co.
- Reading-Literature, The Primer. Treadwell and Free. Row Peterson & Co.

SECOND GRADE

Correct English, Grades I and II. Polley and Martinez. The Associated Publishers. (In hands of teachers only.)

The Philippine Readers, Book Two. Osias. Ginn & Co.

The Progressive Music Series. Philippine Edition, Book One. Parker and others. Silver, Burdett & Co.

Zaner Method Writing, Teachers' Manual No. 2. Zaner. Zaner & Bloser Co. (In hands of teachers only.)

Philippine Arithmetics, Teachers' Manual, for First and Second Grades, Poblador and Osias. World Book Co. (In hands of teachers only.)

Supplementary readers:

- Story Hour Readers, Revised, Book One. Coe and Dillon. American Book Co.
- The Insular First Reader. Gibbs. American Book Co.
- The Philippine National Literature Series, Book I. Fansler and Panlasigui. The Macmillan Co.
- The Rhyme and Story First Reader. Blaisdell and Blaisdell. Little, Brown & Co.

Supplementary readers—Continued.

- The Elson Readers, Book One. Elson and Runkel. Scott, Foresman & Co.
- The Winston Readers, First Reader. Firman and Maltby. The John C. Winston Co.
- Reading-Literature, First Reader. Treadwell and Free. Row, Peterson & Co.
- The Progressive Road to Reading, Book One. Burchill and others. Silver, Burdett & Co.
- The Edson-Laing Readers, First Reader. Benj. H. Sanborn & Co.
- Old Time Stories. Bowen. World Book Co.
- The Rizal Readers, Second Reader. Lewis and others. The John C. Winston Co.

THIRD GRADE

Correct English, Grade III. Polley and Martinez. The Associated Publishers.

The Philippine Readers, Book Three. Osias. Ginn & Co.

Philippine Arithmetics, Third Grade. Bonsall and others. World Book Co.

The Progressive Music Series, Philippine Edition, Book One. Parker and others. Silver, Burdett & Co.

Zaner Method Writing, Teachers' Manual No. 3. Zaner. Zaner & Bloser Co. (In hands of teachers only.)

Supplementary readers:

- Story Hour Readers, Revised, Book Two. Coe and Dillon. American Book Co.
- The Insular Second Reader. Gibbs. American Book Co.
- The Philippine National Literature Series, Book II. Fansler and Panlasigui. The Macmillan Co.
- Pretty Polly Flinders. Blaisdell. Little, Brown & Co.
- The Winston Readers, Second Reader. Firman and Maltby. The John C. Winston Co.
- Reading-Literature, Second Reader. Treadwell and Free. Row, Peterson & Co.
- The Progressive Road to Reading, Book Two. Burchill and others. Silver, Burdett & Co.
- Robinson Crusoe, Baldwin. American Book Co.
- The Edson-Laing Readers, Second Reader. Benj. H. Sanborn & Co.
- Child Classics, Second Reader. Alexander. Bobbs-Merrill Co.
- Merry Animal Tales, Bigham. Little, Brown & Co.
- Little Folks of Many Lands. Chance. Ginn & Co.
- The Rizal Readers, Third Reader. Firman and others. The John C. Winston Co.

FOURTH GRADE

Correct English, Grade IV. Polley and Martinez. The Associated Publishers.

The Philippine Readers, Book Four. Osias. Ginn & Co.

Philippine Arithmetics, Fourth Grade. Bonsall and others. World Book Co.

Philippine Primary Geography. Valdez-Ventura. The Associated Publishers.

The Progressive Music Series, Philippine Edition, Book Two. Parker and others. Silver, Burdett & Co.

Zaner Method Writing, Teachers' Manual No. 4. Zaner. Zaner & Bloser Co. (In hands of teachers only.)

Supplementary readers:

- Stories of Great Filipinos. Benitez and Benitez. McCullough Printing Co.
- Story Hour Readers, Revised, Book Three. Coe and Dillon. American Book Co.
- The Insular Third Reader. Gibbs. American Book Co.
- The Philippine National Literature Series, Book III. Fansler and Panlasigui. The Macmillan Co.
- Play Awhile. Doheny. Little, Brown & Co.
- Around the World with the Children. Carpenter. American Book Co.
- The Edson-Laing Readers, Book Three. Benj. H. Sanborn & Co.
- Rizal's Own Story. Craig. McCullough Printing Co.
- Rizal Readers, Fourth Reader. Lewis and others. The John C. Winston Co.

FIFTH GRADE

Correct English, Grade V. Polley and Martinez. The Associated Publishers.

The Philippine Readers, Book Five. Osias. Ginn & Co.

Fifty Famous Stories Retold. Baldwin. American Book Co.

Good Manners and Right Conduct, Fifth Grade. McVenn. D. C. Heath & Co.

Stone Winkel Arithmetic, Intermediate, Book One. Stone and Winkel. Benj. H. Sanborn & Co.

Intermediate Geography. Miller and Polley. Ginn & Co.

The Progressive Music Series, Philippine Edition, Book Two. Parker and others. Silver, Burdett & Co.

Housekeeping. Butts. Bureau of Education.

Woodworking for Beginners. Cheney. Bureau of Education.

School and Home Gardening. Foreman. Bureau of Education.

Zaner Method Writing, Teachers' Manual No. 5. Zaner. Zaner & Bloser Co. (In hands of teachers only.)

Supplementary readers:

- Story Hour Readings, Fourth Year. Hartwell. American Book Co.
- The Carter Intermediate Readers, Book One. Carter. Silver, Burdett & Co.
- The Children of History, Early Times. Hancock. Little, Brown & Co.
- The Winston Readers, Fourth Reader. Firman and others. The John C. Winston Co.
- Junior Citizen, Fernandez. McCullough Printing Co.
- The Rizal Readers, Fifth Reader. Lewis and others. The John C. Winston Co.

SIXTH GRADE

Better English for Speaking and Writing, Grades Six and Seven. Romulo and others. The John C. Winston Co.
The Philippine Readers, Book Six. Osias. Ginn & Co.
The Book of Legends. Scudder. Houghton Mifflin Co.
Good Manners and Right Conduct, Sixth Grade. McVenn. D. C. Heath & Co.
Stone-Winkel Arithmetic, Intermediate, Book Two. Stone and Winkel. Benj. H. Sanborn & Co.
Intermediate Geography. Miller and Polley. Ginn & Co.
The Progressive Music Series, Philippine Edition, Book Three. Parker and others. Silver, Burdett & Co.
Housekeeping. Butts. Bureau of Education.
Woodworking for Beginners. Cheney. Bureau of Education.
School and Home Gardening. Foreman. Bureau of Education.
Supplementary Problems in Arithmetic. Bureau of Education.
Supplementary Problems for Trade Schools and Trades Classes. Bureau of Education.
Zaner Method Writing, Teachers' Manual No. 6. Zaner. Zaner & Bloser Co. (In hands of teachers only.)
Supplementary readers:
  Story Hour Readings, Fifth Year. Hartwell. American Book Co.
  The Carter Intermediate Readers, Book Two. Carter. Silver, Burdett & Co.
  The Children of History, Later Times. Hancock. Little, Brown & Co.
  The Kendall Fifth Reader. Kendall and Stevens. D. C. Heath & Co.
  The Rizal Readers, Sixth Reader. Lewis and others. The John C. Winston Co.

SEVENTH GRADE

Better English for Speaking and Writing, Grades Six and Seven. Romulo and others. The John C. Winston Co.
The Philippine Readers, Book Seven. Osias. Ginn & Co.
The Song of Hiawatha. Longfellow. Houghton, Mifflin Co.
Good Manners and Right Conduct, Seventh Grade. McVenn. D. C. Heath & Co.
Stone-Winkel Arithmetic, Intermediate, Book Two. Stone and Winkel. Benj. H. Sanborn & Co.
A Brief History of the Philippines. Fernandez. Ginn & Co.
Philippine Civics. Malcolm and Kalaw. D. Appleton & Co.
Sanitation and Hygiene for the Tropics. Ritchie and Purcell. World Book Co.
Housekeeping. Butts. Bureau of Education.
Woodworking for Beginners. Cheney. Bureau of Education.
School and Home Gardening. Foreman. Bureau of Education.
Supplementary Problems in Arithmetic. Bureau of Education.
Supplementary Problems for Trade Schools and Trades Classes. Bureau of Education.
Food Selection and Diet and Home Nursing. Bureau of Education.

Supplementary readers:
- Story Hour Readings, Sixth Year. Hartwell. American Book Co.
- The Carter Intermediate Readers, Book Three. Carter. Silver, Burdett & Co.
- The Literary World, Sixth Reader. Metcalf and others. Johnson Publishing Co.
- The Kendall Sixth Reader. Kendall and Stevens. D. C. Heath & Co.
- The Rizal Readers, Seventh Reader. Lewis and others. The John C. Winston Co.

TEXTBOOKS APPROVED FOR USE IN SECONDARY SCHOOLS, GENERAL COURSE

FIRST YEAR

Evangeline. Longfellow. Houghton Mifflin Co.
Prose Selections. Bureau of Education.
New Practical English for High Schools. Lewis, Hosic and Bermejo. American Book Co.
English Composition. Bureau of Education.
A History of the United States. Burnham and Melencio. The John C. Winston Co.
First Course in Algebra. Hawkes, Luby, and Touton. Ginn & Co.
Everyday Civics, Philippine Edition. Finch. American Book Co.
For silent reading:
- Story Hour Readings, Seventh Year. Hartwell. American Book Co.
- The Silent Readers, Seventh Reader. Lewis and Rowland. The John C. Winston Co.

For extensive reading:
- The Light Bringers. Wade. Little, Brown & Co.
- Old Greek Stories, Baldwin. American Book Co.
- Greek Myths in English Dress. Hale. World Book Co.

SECOND YEAR

Six Selections from Irving's Sketch Book. Edited by R. P. St. John. American Book Co.
Sohrab and Rustum. Arnold. Ginn & Co.
Selected Short Poems. Bureau of Education.
New Practical English for High Schools. Lewis, Hosic and Bermejo. American Book Co.
English Composition. Bureau of Education.
High School Geography, Parts I and II. Dryer. American Book Co.
The Science of Everyday Life. Van Buskirk and Smith. Houghton Mifflin Co.
Modern Times and the Living Past. Elson. American Book Co.
Plane Geometry. Hart and Feldman. American Book Co.

THIRD YEAR

English Poems from Chaucer to Kipling. Edited by Parrott and Long. Ginn & Co.
Silas Marner. Eliot. Edited by Mary McKitrick. American Book Co.
The Merchant of Venice. Shakespeare. Ginn & Co.
English Composition, Book Two. Brooks. American Book Co.

English Composition, Bureau of Education.
New Essentials of Biology, with Philippine Supplement. Hunter. American Book Co.
Biology Laboratory Manual. Graham. Philippine Education Co.
Modern Times and the Living Past. Elson. American Book Co.
Second Course in Algebra. Hawkes, Luby, and Touton. Ginn & Co.
Modern High School Arithmetic. Tan. The Associated Publishers.
Beginning Spanish. Espinosa and Allen. American Book Co.
Doña Perfecta. Galdos. American Book Co.
Noli Me Tangere. Rizal.

FOURTH YEAR

English Poems from Chaucer to Kipling. Edited by Parrott and Long. Ginn & Co.
Macaulay's Life of Samuel Johnson. Edited by William Schuyler. Macmillan Co.
Five American Contributions to Civilization. Eliot. The Century Co.
Macbeth. Shakespeare. Ginn & Co.
English Composition, Book Two. Brooks. American Book Co.
Business English and Correspondence. Davis and Lingham. Ginn & Co.
English Composition. Bureau of Education.
Economic Conditions in the Philippines. Miller. Ginn & Co.
Elements of Economics. Fradenburgh. Charles Scribner's Sons.
A History of the Philippines. Barrows. Word Book Co.[1]
Practical Physics. Millikan, Gale, and Pyle. Ginn & Co.
First Course in Laboratory Physics. Millikan and others. Ginn & Co.
Philippine Government. Malcolm and Kalaw. The Associated Publishers.
Beginning Spanish. Espinosa and Allen. American Book Co.
Doña Perfecta. Galdos. American Book Co.
Noli Me Tangere. Rizal.

SPECIAL BOOKS USED IN VOCATIONAL SCHOOLS AND COURSES

For normal course:
  Psychology for Teachers. La Rue. American Book Co.
  The Observation of Teaching. Maxwell. Houghton Mifflin Co.
  Acquiring Skill in Teaching. Philippine Edition. Grant. Silver, Burdett & Co.
  A Student's History of Education. Duggan. D. Appleton & Co.
  Practical Problems of the Schools. Waits. Benj. H. Sanborn Co.
  Advanced Physiology and Hygiene. Philippine Edition. Conn and Budington. Silver, Burdett & Co.
For domestic science course:
  Shelter and Clothing. Kinne and Cooley. The Macmillan Co.
  Science of Home Making. Pirie. Scott, Foresman & Co.
  First Aid. Lynch. P. Blakiston's Son & Co.
  Infant Feeding (Mimeographed). Bureau of Education.
For Agricultural Course:
  Farm Business Arithmetic. Lewis. D. C. Heath & Co.
  Farm Science. Spillman. World Book Co.

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[1] This textbook will be replaced in 1926 by "History of the Philippines" by Benitez. Ginn & Co.

For Agricultural Course—Continued.

- Civic Biology. Hunter. American Book Co.
- Beginnings in Animal Husbandry. Plumb. Webb Book Publishing Co.
- School Entomology. Sanderson and Peairs. John Wiley & Sons.
- Farm Management. Boss. Lyons and Carnahan.
- Farm Motors. Potter. McGraw-Hill Book Co.
- Practical Physics. Black and Davis. The Macmillan Co.
- Elementary Forge Practice. Harcourt. Manual Arts Press.
- Agricultural Engineering. Davidson. Webb Book Publishing Co.

For trade course:

- Great American Industries, Minerals. Rocheleau. A. Flanagan Co.
- Great American Industries, Manufactures. Rocheleau. A. Flanagan Co.
- Course in Mechanical and Free-hand Drawing. Bureau of Education.
- Manual of Wood Working. Bureau of Education.
- Alhambra. Irving. Ginn & Co.
- Treasure Island. Stevenson. Ginn & Co.
- A Brief History of the World. Botsford. The Macmillan Co.
- Strength of Material. Merriman. John Wiley & Sons.
- Solid Geometry. Wentworth and Smith. Ginn & Co.
- Plane and Spherical Trigonometry. Wenthworth and Smith. Ginn & Co.

For commercial course:

- Principles of Bookkeeping. Miner and Elwell. Ginn & Co.
- Practical Business Arithmetic. Moore and Miner. Ginn & Co.
- New Rational Typewriting. SoRelle. Gregg Publishing Co.
- Gregg Shorthand Manual. Gregg. Gregg Publishing Co.
- Gregg Speed Studies. Gregg. Gregg Publishing Co.
- Fundamentals of Business English. Holzinger. World Book Co.
- Vocabulary-Building Speller. Meyer. The Macmillan Co.
- Philippine Business Law. Perkins. D. Appleton & Co.

SPECIAL BOOKS USED IN THE PHILIPPINE NORMAL SCHOOL

The American Scholar. Emerson. Houghton Mifflin Co.
Speech on Conciliation with America. Burke. Houghton Mifflin Co.
The Princess. Tennyson. Houghton Mifflin Co.
The Servant In the House. Kennedy. Harper and Bros.
Educational Psychology. Starch. The Macmillan Co.
Everyday Classics, Eighth Reader. Baker and Thorndike. The Macmillan Co.
Music Writing Book I. Dann. American Book Co.
Methods of Primary Arithmetic. Polley. Philippine Education Co.
The Teacher's Technique. Holley. Century Co.
The Aeneid, Books I–III. Cranch. Houghton Mifflin Co.
Oral English. Brewer. Ginn & Co.
Les Miserables. Victor Hugo. The Macmillan Co.

Supervision and the Improvement of Teaching. Burton. D. Appleton & Co.
Advanced Physiology and Hygiene. Philippine Edition. Conn and Budington. Silver, Burdett & Co.
Principles of Education. Ruedger. Houghton Mifflin Co.
A Student's History of Education. Duggan. D. Appleton & Co.
Fundamentals of Child Study. Kirkpatrick. The Macmillan Co.
Public School Administration. Cubberley. Houghton Mifflin Co.
How to Measure. Wilson and Hoke. The Macmillan Co.[1]
Everyday Chemistry. Vivian. American Book Co.
Teaching Home Economics. Cooley and others. The Macmillan Co.
Commercial and Industrial Geography. Keller and Bishop. Ginn & Co.
Dietetics for High Schools. Willard and Gillett. The Macmillan Co.
Outlines of English and American Literature. Long. Ginn & Co.
Music Writing Book II. Dann. American Book Co.
Social Principles of Education. Betts. Charles Scribner's Sons.
First Aid. Lynch. P. Blakiston's Son & Co.

SPECIAL TEXTBOOKS IN USE IN THE PHILIPPINE SCHOOL OF ARTS AND TRADES

Great American Industries, Minerals. Rocheleau. A. Flanagan Company.
Great American Industries, Manufactures. Rocheleau. A Flanagan Company.
Alhambra. Irving. Ginn & Co.
A Brief History of the World. Botsford. Macmillan & Co.
Treasure Island. Stevenson. Ginn & Co.
Strength of Materials. Merriman. John Willey & Sons.
Solid Geometry. Wentworth and Smith. Ginn & Co.
Trigonometry, Plane and Spherical. Wentworth & Smith.
For extensive reading in the first year:
    Light Bringers. Wade. Little, Brown Co.
    Makers of Our History. Faris, Ginn & Co.
    Silent Readers, Seventh. Lewis and Rowland. John C. Winston Co.

SPECIAL TEXTBOOKS IN USE IN THE PHILIPPINE SCHOOL OF COMMERCE

Greg Shorthand. Gregg Publishing Co.
Principles of Bookkeeping. Miner and Elwell. Ginn & Co.
Fundamentals of Business English. Holzinger. World Book Co.
Vocabulary Building Speller. Meyer. Macmillan Co.
Practical Business Arithmetic. Moore and Miner. Ginn & Co.
Actual Business English. Deffendall. The Macmillan Co.
New Rational Typewriting. SoRelle. Gregg Publishnig Co.
Greg Speed Studies. Gregg Publishing Co.
Beginning Spanish. Allen and Espinosa. American Book Co.
Philippine Business Law. Perkins. D. Appleton & Co.

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[1] This book will be replaced in 1926 by "Measuring Results in Education" by Trabue. American Book Co.

High School Geography. Whitbeck. The Macmillan Co.
Commercial Spanish. McHale. D. C. Heath & Co.

SPECIAL TEXTBOOKS USED IN THE CENTRAL LUZON AGRICULTURAL SCHOOL

Farm Business Arithmetic. Lewis. D. C. Heath & Co.
Agricultural Arithmetic. Foster.
Supplementary Problems in Arithmetic for use in Schools of Agriculture. Bureau of Education.
Bulletin No. 32, Plant Propagation and Fruit Culture in the Tropics.
Bulletin No. 31, School and Home Gardening. Bureau of Education.
Civic Biology. Hunter. American Book Co.
Beginnings in Animal Husbandry. Plumb. Webb Book Publishing Co.
Draft Carabao. Montellano.
School Entomology. Sanderson and Peairs. John Wiley & Sons.
Bulletin No. 35. Coconut Palm.
Bulletin No. 34. Tobacco Growing.
Rice Number, the Philippine Agricultural Review, Bureau of Agriculture, Vol. XIV, No. 1, 1921.
Agricultural Engineering. Davidson. Webb Book Publishing Co.

SPECIAL TEXTBOOKS USED IN THE PHILIPPINE NAUTICAL SCHOOL

Nicholl's Seamanship. G. E. Nicholl. James Brown & Son, Glasgow, Scotland.
Pamphlets published by the International Correspondence School, Scranton, Pennsylvania:
  Elements of Navigation.
  Deviation and Compass Compensation.
  Chart, Lead and Log and Nautical Tables.
  Piloting.
  Dead Reckoning, Part I.
  Dead Reckoning, Part II.
  Logarithms.
  Trigonometry.
  Nautical Astronomy, Part I.
  Nautical Astronomy, Part II.
  Latitude.
  Longitude and Azimuth.
  Sumner's and St. Hilarie's Method.
  Ocean Meteorology.
  Rules for preventing collision at sea.
  International Code of Signals.

BUREAU OF EDUCATION PUBLICATIONS PRINTED OR IN PRINT, 1925

Course of Study for Intermediate Grades—Revised, January, 1925.
Food Selection and Diet and Home Nursing, New edition. April, 1925
Manual of English Compositon for Use in the Philippine Public Schools, Revised, 1922; Reprinted, January, 1925.

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Bulletin 31, School and Home Gardening, by North H. Foreman, Revised. (In print, February, 1925.)

Housekeeping, by Butts, Revised. (In print.)

Philippine Islands—Information for Americans Thinking of Entering the Philippine Teaching Service, November, 1925.

MIMEOGRAPHED PUBLICATIONS

Supplementary List of Library Books for Primary Grades.

Supplementary List of Library Books for Intermediate Grades.

Supplementary List of Books for Secondary-School Libraries.

Suplementary List of Professional Books Recommended for the Use of Teachers and Supervisors.

Course of Study in English, Part II, Revised. August 1, 1925.

Appendix D.—STATISTICAL TABLES

No. I.—*Percentage of Population in School*

A table showing, by divisions and for the Islands, the percentage of the total population enrolled in public schools in September, 1924.

Division	Annual Enrolment in Public Schools (September, 1924)	Total Population	Percentage of Total Population Enrolled in Public Schools	School Population	Percentage of School Population Enrolled in Public Schools	Annual Enrolment in Private Schools (July, 1924)
Abra	7,502	79,952	9.38	21,040	35.66	2,081
Agusan	9,150	46,578	19.64	12,257	74.65	155
Albay	28,196	347,643	8.11	91,485	30.82	1,024
Antique	15,728	164,063	9.59	43,174	36.43	744
Bataan	6,740	59,870	11.26	15,755	42.78	123
Batanes	1,272	8,527	14.92	2,244	56.68	----------
Batangas	26,355	376,123	7.01	98,980	26.63	2,246
Bohol	45,901	404,150	11.36	106,355	43.16	164
Bukidnon	5,390	48,069	11.21	12,650	42.61	----------
Bulacan	32,379	264,398	12.25	69,578	46.54	2,021
Cagayan	22,987	210,455	10.92	55,382	41.51	808
Camarines Norte	6,239	56,373	11.07	14,835	42.06	86
Camarines Sur	18,981	234,315	8.10	61,662	30.78	796
Capiz	27,792	316,946	8.77	83,407	33.32	485
Cavite	18,254	164,443	11.10	43,274	42.18	754
Cebu	66,308	954,703	6.95	251,238	26.39	2,905
Cotabato	6,826	174,738	3.91	45,984	14.84	103
Davao	9,082	111,190	8.17	29,261	31.03	----------
Ilocos Norte	26,976	236,484	11.41	62,233	43.35	429
Ilocos Sur	29,477	234,229	12.58	61,639	47.82	2,910
Iloilo	54,004	549,719	9.82	144,663	37.33	7,764
Isabela	15,624	123,137	12.69	32,404	48.22	180
Laguna	30,108	208,185	14.46	54,786	54.96	429
Lanao	4,454	92,951	4.79	24,461	18.21	128
Leyte	58,437	658,851	8.72	173,382	33.70	----------
Manila	57,234	306,201	18.69	80,580	71.03	19,755
Marinduque	9,030	64,759	13.94	17,042	52.99	194
Masbate	7,196	73,359	9.81	19,305	37.28	----------
Mindoro	8,405	75,710	11.10	19,924	42.19	315
Misamis	26,873	219,842	12.22	57,853	46.45	329
Mountain	12,969	254,084	5.10	66,864	19.40	822
Nueva Ecija	32,605	239,732	13.60	63,087	51.68	500
Nueva Vizcaya	4,800	38,128	12.59	10,034	47.84	----------
Occidental Negros	43,746	418,127	10.46	110,033	39.76	3,339
Oriental Negros	21,534	286,406	7.52	75,370	28.57	1,069
Palawan	7,531	70,998	10.61	18,684	40.30	----------
Pampanga	26,953	280,827	9.60	73,902	36.47	1,995
Pangasinan	66,030	626,774	10.53	164,941	40.03	434
Rizal	25,376	243,714	10.41	64,135	39.57	3,667
Romblon	7,435	70,865	10.49	18,649	39.87	----------
Samar	27,080	418,409	6.47	110,108	24.59	313
Sorsogon	20,192	182,956	11.04	48,146	41.94	240
Sulu	9,738	175,683	5.54	46,232	21.06	----------
Surigao	14,918	126,869	11.76	33,387	44.68	2,476
Tarlac	20,636	194,143	10.63	51,090	40.39	211
Tayabas	31,863	230,036	13.85	60,536	52.63	2,135
Union	26,434	176,144	15.01	46,354	57.03	1,988
Zambales	11,440	90,404	12.65	23,791	48.09	245
Zamboanga	13,547	152,151	8.90	40,040	33.83	1,214
Total	1,107,727	11,142,412	9.98	2,932,216	37.91	67,576
Central Luzon Agricultural School	612	----------	----------	----------	----------	----------
Philippine Nautical School	44	----------	----------	----------	----------	----------
Philippine Normal School	2,380	----------	----------	----------	----------	----------
Philippine School of Arts and Trades	803	----------	----------	----------	----------	----------
Grand total	1,111,566	11,142,412	9.98	2,932,216	37.91	67,576

A summary showing for the last five years the total annual public school enrolment and the percentage of school population enrolled in public schools.

Year	Annual Enrolment in Public Schools (September)	Total Population	Percentage of Total Population Enrolled in Public Schools	School Population	Percentage of School Population Enrolled in Public Schools	Annual Enrolment in Private Schools (July)
1920	911,986	10,455,180	8.72	2,751,363	33.15	45,386
1921	1,047,063	10,608,663	9.87	2,791,753	37.51	53,550
1922	1,073,858	10,773,925	9.97	2,835,243	37.88	59,969
1923	1,111,742	10,961,168	10.14	2,884,518	38.54	64,729
1924	1,111,566	11,142,412	9.98	2,932,216	37.91	67,576

The figures for total population by divisions are taken from the "Statistical Bulletin of the Philippine Islands, 1924" complied and published by the Bureau of Commerce and Industry and are based on reports of births and deaths, and immigration and emigration.

The school population is estimated by dividing the total population by 3.8, the ratio of the total school population (5–17 years) of the Islands as reported by the 1918 Census to the total population of the Islands reported at the same time.

No. II.—*Average Monthly Enrolment, Average Daily Attendance, and Percentage of Attendance*

A table showing, by divisions and for the Islands, the average monthly enrolment, the average daily attendance, and the percentage of attendance for the school year 1924–25.

Division	Primary			Intermediate			Secondary			Total		
	Average Monthly Enrolment	Average Daily Attendance	Percentage of Attendance	Average Monthly Enrolment	Average Daily Attendance	Percentage of Attendance	Average Monthly Enrolment	Average Daily Attendance	Percentage of Attendance	Average Monthly Enrolment	Average Daily Attendance	Percentage of Attendance
Abra	4,971	4,590	92.34	1,318	1,244	94.39	604	581	96.19	6,893	6,415	93.07
Agusan	6,830	5,900	86.38	860	774	90.00	109	105	96.33	7,799	6,779	86.92
Albay	22,002	20,971	95.31	3,283	3,135	95.49	924	900	97.40	26,209	25,006	95.41
Antique	10,810	10,065	93.11	2,222	2,094	94.24	537	518	96.46	13,569	12,677	93.43
Bataan	4,798	4,616	96.21	1,238	1,196	96.61	349	338	96.85	6,385	6,150	96.32
Batanes	845	780	92.31	237	222	93.67	56	53	94.64	1,138	1,055	92.71
Batangas	19,351	18,549	95.86	4,074	3,905	95.85	1,014	979	96.55	24,439	23,433	95.88
Bohol	34,441	31,523	91.53	5,488	5,157	93.97	1,327	1,276	96.16	41,256	37,956	92.00
Bukidnon	3,910	3,437	87.90	402	345	85.82	98	88	89.80	4,410	3,870	87.76
Bulacan	25,386	23,962	94.38	3,979	3,813	95.83	752	736	97.87	30,117	28,511	94.67
Cagayan	16,569	15,165	91.53	3,373	3,172	94.04	944	887	93.96	20,886	19,224	92.14
Camarines Norte	4,367	4,219	96.61	979	944	96.42	303	290	95.71	5,649	5,453	96.53
Camarines Sur	13,541	12,375	91.39	2,660	2,457	92.37	855	826	96.61	17,056	15,658	91.80
Capiz	19,881	18,128	91.18	3,800	3,574	94.05	867	824	95.04	24,548	22,526	91.76
Cavite	13,733	13,262	96.57	2,664	2,581	96.88	798	766	95.99	17,195	16,609	96.59
Cebu	48,476	44,721	92.25	8,547	8,112	94.91	2,513	2,438	97.02	59,536	55,271	92.84
Cotabato	5,430	4,496	82.80	478	415	86.82	61	58	95.08	5,969	4,969	83.25
Davao	6,908	5,591	80.94	489	439	89.78	69	66	95.65	7,466	6,096	81.65
Ilocos Norte	18,086	16,745	92.59	4,218	4,003	94.90	2,079	1,950	93.80	24,383	22,698	93.09
Ilocos Sur	20,005	18,988	94.92	4,941	4,714	95.41	2,231	2,169	97.22	27,177	25,871	95.19
Iloilo	40,488	38,983	96.28	8,377	8,086	96.53	2,327	2,261	97.16	51,192	49,330	96.36
Isabela	11,052	10,359	93.73	2,823	2,634	93.30	786	752	95.67	14,661	13,745	93.75
Laguna	21,857	20,486	93.73	4,790	4,534	94.66	930	912	98.06	27,577	25,932	94.03
Lanao	3,078	2,566	83.37	507	443	87.38	105	99	94.29	3,690	3,108	84.03
Leyte	45,915	43,413	94.55	5,919	5,624	95.02	1,107	1,067	96.39	52,941	50,104	94.64

Manila	34,325	33,727	98.26	14,418	13,993	97.06	5,996	5,835	97.31	54,739	53,555	97.84
Marinduque	6,442	6,007	93.10	1,327	1,247	93.97	299	287	95.99	8,068	7,541	93.46
Masbate	5,491	5,169	94.14	888	839	94.48	186	176	94.62	6,565	6,184	94.20
Mindoro	6,041	5,553	91.92	991	925	93.34	254	248	97.64	7,286	6,726	92.31
Misamis	22,015	20,833	94.63	2,377	2,238	94.15	226	213	94.25	24,618	23,284	94.59
Mountain	11,503	10,065	87.50	1,297	1,197	92.29	498	491	98.59	13,298	11,753	88.38
Nueva Ecija	23,401	21,995	93.99	5,421	5,175	95.46	1,144	1,098	95.98	29,966	28,268	94.33
Nueva Vizcaya	2,905	2,703	93.05	822	761	92.58	405	377	93.09	4,132	3,841	92.96
Occidental Negros	32,995	31,532	95.57	5,592	5,263	94.12	802	746	93.02	39,389	37,541	95.31
Oriental Negros	15,369	14,158	92.12	2,536	2,404	94.79	671	645	96.13	18,576	17,207	92.63
Palawan	5,768	5,223	90.55	838	786	93.79	168	165	98.21	6,774	6,174	91.14
Pampanga	19,996	19,137	95.70	3,595	3,462	96.30	1,214	1,163	95.80	24,805	23,762	95.80
Pangasinan	47,276	45,991	97.41	11,973	11,689	97.63	3,736	3,695	98.90	62,985	61,375	97.44
Rizal	18,771	17,879	95.25	3,466	3,306	95.38	867	842	97.12	23,104	22,027	95.55
Romblon	5,502	5,065	92.06	1,029	984	95.63	305	295	96.72	6,836	6,344	92.80
Samar	19,464	18,196	93.49	3,860	3,602	93.32	510	495	97.06	23,834	22,293	93.73
Sorsogon	14,499	13,790	95.11	3,065	2,894	94.42	625	601	96.16	18,189	17,285	95.03
Sulu	8,032	7,190	89.52	455	409	89.89	57	52	91.23	8,544	7,651	89.55
Surigao	11,655	10,226	87.74	870	787	90.46	162	149	91.98	12,687	11,162	87.98
Tarlac	14,619	14,164	96.89	3,405	3,294	96.74	1,066	1,016	95.31	19,090	18,474	96.77
Tayabas	24,497	23,459	95.76	4,178	4,030	96.46	601	574	95.51	29,276	28,063	95.86
Union	17,205	16,351	95.04	5,755	5,496	95.48	1,718	1,687	98.20	24,678	23,534	95.36
Zambales	8,346	8,009	95.96	2,034	1,971	96.90	426	415	97.42	10,806	10,395	96.20
Zamboanga	9,866	8,390	85.04	1,372	1,263	92.06	230	221	96.09	11,468	9,874	86.10
Total	808,713	758,702	93.82	159,230	151,632	95.23	43,911	42,425	96.62	1,011,854	952,759	94.17
Central Luzon Agricultural School				40	39	97.50	565	547	96.81	605	586	96.86
Philippine Nautical School							42	42	100.00	42	42	100.00
Philippine Normal School	511	495	96.87	271	262	96.68	1,495	1,472	98.46	2,277	2,229	97.89
Philippine School of Arts and Trades				39	35	89.74	638	590	92.48	677	625	92.32
Grand total	809,224	759,197	93.82	159,580	151,968	95.23	46,651	45,076	96.62	1,015,455	956,241	94.17

A summary showing for the Islands the percentage of attendance for the last five school years.

School Year	Primary	Intermediate	Secondary	Total	School Year	Primary	Intermediate	Secondary	Total
1920-21	92.39	94.11	95.58	92.66	1923-24	92.90	94.55	95.45	93.23
1921-22	93.06	94.63	95.77	93.32	1924-25	93.82	95.23	96.62	94.17
1922-23	93.27	94.91	96.14	93.57					

No. III.—*Primary, Intermediate, and Secondary Enrolment and Percentage of Enrolment*

A table showing, by divisions and for the Islands, the primary, intermediate, and secondary enrolment and percentage of enrolment for the month of September, 1925.

Division	Primary		Intermediate		Secondary		Total Enrolment
	Enrolment	Percentage	Enrolment	Percentage	Enrolment	Percentage	
Abra	5,215	72.64	1,322	18.42	642	8.94	7,179
Agusan	7,478	84.97	1,117	12.69	206	2.34	8,801
Albay	22,792	83.83	3,357	12.35	1,039	3.82	27,188
Antique	11,574	81.97	2,005	14.20	540	3.83	14,119
Bataan	4,692	75.29	1,164	18.68	376	6.03	6,232
Batanes	813	71.76	249	21.98	71	6.26	1,133
Batangas	20,263	79.30	4,123	16.13	1,173	4.57	25,559
Bohol	34,231	84.02	5,309	13.03	1,202	2.95	40,742
Bukidnon	3,458	84.90	514	12.62	101	2.48	4,073
Bulacan	25,752	82.46	4,486	14.37	990	3.17	31,228
Cagayan	18,264	80.03	3,634	15.92	925	4.05	22,823
Camarines Norte	4,547	78.68	913	15.80	319	5.52	5,779
Camarines Sur	14,782	79.85	2,701	14.59	1,030	5.56	18,513
Capiz	21,593	80.17	4,288	15.92	1,054	3.91	26,935
Cavite	13,510	78.36	2,764	16.03	968	5.61	17,242
Cebu	53,295	79.62	10,564	15.78	3,075	4.60	66,934
Cotabato	5,600	88.41	608	9.60	126	1.99	6,334
Davao	6,993	90.77	613	7.96	98	1.27	7,704
Ilocos Norte	18,762	73.97	4,333	17.08	2,271	8.95	25,366
Ilocos Sur	19,750	72.79	5,046	18.60	2,338	8.61	27,134
Iloilo	38,483	77.64	8,402	16.95	2,681	5.41	49,566
Isabela	11,105	73.49	2,939	19.45	1,066	7.06	15,110
Laguna	22,704	78.87	5,108	17.75	974	3.38	28,786
Lanao	3,202	79.55	673	16.72	150	3.73	4,025
Leyte	49,484	85.54	7,012	12.12	1,353	2.34	57,849
Manila	34,101	60.41	15,747	27.90	6,597	11.69	56,445
Marinduque	6,026	77.75	1,373	17.72	351	4.53	7,750
Masbate	6,308	83.08	1,097	14.45	188	2.47	7,593
Mindoro	6,773	82.65	1,122	13.69	300	3.66	8,195
Misamis	23,861	88.34	2,837	10.50	313	1.16	27,011
Mountain	11,811	82.36	1,866	13.01	663	4.63	14,340
Nueva Ecija	22,527	76.74	5,511	18.77	1,318	4.49	29,356
Nueva Vizcaya	2,716	70.51	755	19.60	381	9.89	3,852
Occidental Negros	34,941	84.11	5,951	14.33	648	1.56	41,540
Oriental Negros	17,676	83.13	2.863	13.46	726	3.41	21,265
Palawan	5,494	82.29	958	14.35	224	3.36	6,676
Pampanga	21,261	79.21	4,050	15.09	1,529	5.70	26,840
Pangasinan	41,022	69.69	13,131	22.31	4,708	8.00	58,861
Rizal	18,190	80.72	3,395	15.06	951	4.22	22,536
Romblon	5,800	79.66	1,165	16.00	316	4.34	7,281
Samar	20,703	81.70	4,110	16.22	528	2.08	25,341
Sorsogon	14,414	77.40	3,331	17.88	879	4.72	18,624
Sulu	10,073	92.35	759	6.96	75	.69	10,907
Surigao	13,500	91.74	991	6.73	225	1.53	14,716
Tarlac	16,245	75.74	4,009	18.69	1,195	5.57	21,449
Tayabas	26,101	82.41	4,821	15.22	751	2.37	31,673
Union	17,562	70.84	5,332	21.50	1,898	7.66	24,792
Zambales	8,903	74.99	2,481	20.90	488	4.11	11,872
Zamboanga	9,610	84.62	1,548	13.63	199	1.75	11,357
Total	833,960	78.93	172,447	16.32	50,219	4.75	1,056,626
Central Luzon Agricultural School					738	100.00	738
Philippine Nautical School					29	100.00	29
Philippine Normal School	537	24.20	264	11.90	1,418	63.90	2,219
Philippine School of Arts and Trades					677	100.00	677
Grand total	834,497	78.70	172,711	16.29	53,081	5.01	1,060,289

A summary showing, for the Islands, the enrolment and percentage of enrolment by grades and by sexes during the month of September, 1925.

Grades	Boys	Girls	Total	Percentage of Total Enrolment
Primary:				
Grade I	171,021	133,423	304,444	28.71
Grade II	121,622	93,319	214,941	20.27
Grade III	101,010	75,623	176,633	16.66
Grade IV	82,218	56,261	138,479	13.06
Total	475,871	358,626	834,497	78.70
Intermediate:				
Grade V	49,849	29,929	79,778	7.53
Grade VI	33,523	19,735	53,258	5.02
Grade VII	25,079	14,596	39,675	3.74
Total	108,451	64,260	172,711	16.29
Total Elementary	584,322	422,886	1,007,208	94.99
Secondary:				
First year	14,561	8,529	23,090	2.18
Second year	9,267	5,338	14,605	1.38
Third year	6,447	3,086	9,533	0.90
Fourth year	4,165	1,688	5,853	0.55
Total	34,440	18,641	53,081	5.01
Grand total	618,762	441,527	1,060,289	100.00

A summary showing, for the Islands, for the last six years, the percentage of the total enrolment in primary, intermediate, and secondary grades, based on the enrolment for the month of September for each year.

Year	Primary	Intermediate	Secondary	Total
1920	86.52	11.50	1.98	100.00
1921	85.21	12.47	2.32	100.00
1922	83.31	13.66	3.03	100.00
1923	81.93	14.43	3.64	100.00
1924	80.03	15.54	4.43	100.00
1925	78.70	16.29	5.01	100.00

No. IV.—*Enrolment and Percentage of Enrolment of Intermediate Pupils by Courses*

A table showing, by divisions and for the Islands, the enrolment of intermediate pupils by courses, based on the monthly enrolment for September, 1925.

Division	General						Trade		Farming		Total		
	Enrolment			Percentage			Enrolment	Percentage	Enrolment	Percentage	Boys	Girls	Total
	Boys	Girls	Total	Boys	Girls	Total							
Abra	853	403	1,256	64.52	30.48	95.00			66	5.00	919	403	1,322
Agusan	477	435	912	42.70	38.94	81.64			205	18.36	682	435	1,117
Albay	1,806	1,208	3,014	53.79	35.99	89.78	137	4.08	206	6.14	2,149	1,208	3,357
Antique	1,203	802	2,005	60.00	40.00	100.00					1,203	802	2,005
Bataan	771	393	1,164	66.24	33.76	100.00					771	393	1,164
Batanes	175	74	249	70.28	29.72	100.00					175	74	249
Batangas	2,666	1,357	4,023	64.66	32.91	97.57	100	2.43			2,766	1,357	4,123
Bohol	3,150	2,019	5,169	59.33	38.03	97.36	102	1.92	38	.72	3,290	2,019	5,309
Bukidnon		172	172		33.46	33.46	45	8.76	297	57.78	342	172	514
Bulacan	2,908	1,506	4,414	64.82	33.57	98.39	72	1.61			2,980	1,506	4,486
Cagayan	2,109	1,300	3,409	58.04	35.77	93.81	225	6.20			2,334	1,300	3,634
Camarines Norte	597	316	913	65.39	34.61	100.00					597	316	913
Camarines Sur	1,662	896	2,558	61.53	33.17	94.70	95	3.52	48	1.78	1,805	896	2,701
Capiz	2,500	1,616	4,116	58.30	37.69	95.99	94	2.19	78	1.82	2,672	1,616	4,288
Cavite	1,694	990	2.684	61.29	35.82	97.11			80	2.89	1,774	990	2,764
Cebu	6,486	3,900	10,386	61.40	36.92	98.32	178	1.68			6,664	3,900	10,564
Cotabato	216	185	401	35.53	30.42	65.95			207	34.05	423	185	608
Davao	357	156	513	58.24	25.45	83.69			100	16.31	457	156	613
Ilocos Norte	2,138	1,888	4,026	49.34	43.58	92.92	117	2.70	190	4.38	2,445	1,888	4,333
Ilocos Sur	2,900	1,843	4,743	57.47	36.52	93.99	100	1.98	203	4.03	3,203	1,843	5,046
Iloilo	5,051	3,320	8.371	60.12	39.51	99.63	31	.37			5,082	3,320	8,402
Isabela	1,338	1,126	2,464	45.53	38.31	83.84	33	1.12	442	15.04	1,813	1,126	2,939
Laguna	3,147	1,961	5,108	61.61	38.39	100.00					3,147	1,961	5,108
Lanao	394	208	602	58.54	30.91	89.45			71	10.55	465	208	673
Leyte	3,558	3,251	6,809	50.74	46.36	97.10	203	2.90			3,761	3,251	7,012
Manila	9,403	6,344	15,747	59.71	40.29	100.00					9,403	6,344	15,747
Marinduque	856	517	1,373	62.35	37.65	100.00					856	517	1,373
Masbate	746	351	1,097	68.00	32.00	100.00					746	351	1,097
Mindoro	710	412	1,122	63.28	36.72	100.00					710	412	1,122
Misamis	1,578	1,259	2,837	55.62	44.38	100.00					1,578	1,259	2,837

Mountain	1,157	453	1,610	62.00	24.28	86.28			256	13.72	1,413	453	1,866
Nueva Ecija	3,595	1,916	5,511	65.23	34.77	100.00					3,595	1,916	5,511
Nueva Vizcaya	352	288	640	46.62	38.15	84.77			115	15.23	467	288	755
Occidental Negros	3,519	2,432	5,951	59.13	40.87	100.00					3,519	2,432	5,951
Oriental Negros	1,692	1,100	2,792	59.10	38.42	97.52	71	2.48			1,763	1,100	2,863
Palawan	616	244	860	64.30	25.47	89.77	74	7.72	24	2.51	714	244	958
Pampanga	2,788	1,211	3,999	68.84	29.90	98.74	51	1.26			2,839	1,211	4,050
Pangasinan	8,320	4,327	12,647	63.36	32.95	96.31	180	1.37	304	2.32	8,804	4,327	13,131
Rizal	2,191	1,204	3,395	64.54	35.46	100.00					2,191	1,204	3,395
Romblon	580	424	1,004	49.79	36.39	86.18			161	13.82	741	424	1,165
Samar	2,279	1,660	3,939	55.45	40.39	95.84	98	2.39	73	1.77	2,450	1,660	4,110
Sorsogon	1,887	1,444	3,331	56.65	43.35	100.00					1,887	1,444	3,331
Sulu	482	156	638	63.51	20.55	84.06			121	15.94	603	156	759
Surigao	611	380	991	61.66	38.34	100.00					611	380	991
Tarlac	2,642	1,367	4,009	65.90	34.10	100.00					2,642	1,367	4,009
Tayabas	2,731	1,884	4,615	56.65	39.08	95.73	206	4.27			2,937	1,884	4,821
Union	3,343	1,937	5,280	62.70	36.33	99.03	52	.97			3,395	1,937	5,332
Zambales	1,337	883	2,220	53.89	35.59	89.48	147	5.92	114	4.60	1,598	883	2,481
Zamboanga	794	615	1,409	51.29	39.73	91.02	108	6.98	31	2.00	933	615	1,548
Total	102,365	64,133	166,498	59.36	37.19	96.55	2,519	1.46	3,430	1.99	108,314	64,133	172,447
Philippine Normal School	137	127	264	51.89	48.11	100.00					137	127	264
Grand total	102,502	64,260	166,762	59.35	37.21	96.56	2,519	1.46	3,430	1.98	108,451	64,260	172,711

A summary, showing for the Islands, for the last six years, the percentage of enrolment of intermediate pupils by courses, based on the monthly enrolment for September of each year.

Year	Percentages of Enrolment				Year	Percentages of Enrolment			
	General	Trade	Farming	Housekeeping and Household Arts		General	Trade	Farming	Housekeeping and Household Arts
1920	72.79	3.12	2.71	21.38	1923	76.98	2.15	2.08	18.79
1921	72.48	2.82	2.44	22.26	1924	96.38	1.64	1.98	(a)
1922	73.81	2.58	2.21	21.40	1925	96.56	1.46	1.98	(a)

[a] Combined with the General Course.

No. V.—*Enrolment and Percentage of Enrolment of Secondary Students by Courses*

A table showing, by divisions and for the Islands, the enrolment of secondary students by courses, based on the monthly enrolment for September, 1925.

Division	General						Normal					
	Enrolment			Percentage			Enrolment			Percentage		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Abra	341	220	561	53.12	34.26	87.38						
Agusan	121	49	170	58.74	23.78	82.52						
Albay	607	189	796	58.42	18.19	76.61	71	172	243	6.83	16.56	23.39
Antique	279	261	540	51.67	48.33	100.00						
Bataan	249	127	376	66.22	33.78	100.00						
Batanes	53	18	71	74.65	25.35	100.00						
Batangas	788	307	1,095	67.18	26.17	93.35						
Bohol	733	140	873	60.98	11.65	72.63						
Bukidnon							10	21	31	9.90	20.79	30.69
Bulacan	769	276	955	68.59	27.88	96.47						
Cagayan	568	213	781	61.41	23.02	84.43	36	85	121	3.89	9.19	13.08
Camarines Norte	206	113	319	64.58	35.42	100.00						
Camarines Sur	453	231	684	43.98	22.43	66.41	56	71	127	5.44	6.89	12.33
Capiz	560	330	890	53.13	31.31	84.44	30	106	136	2.85	10.05	12.90
Cavite	581	318	899	60.02	32.85	92.87						
Cebu	1,762	622	2,384	57.30	20.23	77.53	255	351	606	8.29	11.42	19.71
Cotabato	50	24	74	39.68	19.05	58.73						
Davao	77	21	98	78.57	21.43	100.00						
Ilocos Norte	998	614	1,612	43.95	27.03	70.98	165	472	637	7.27	20.78	28.05
Ilocos Sur	1,158	348	1,506	49.53	14.88	64.41	131	244	375	5.60	10.44	16.04
Iloilo	1,339	692	2,031	49.94	25.81	75.75	101	549	650	3.77	20.48	24.25
Isabela	549	347	896	51.50	32.55	84.05						
Laguna	635	349	884	65.20	25.56	90.76						
Lanao	84	42	126	56.00	28.00	84.00						
Leyte	540	267	807	39.91	19.73	59.64	21	53	74	1.55	3.92	5.47
Manila	3,643	2,491	6,134	55.22	37.76	92.98						
Marinduque	203	148	351	57.84	42.16	100.00						
Masbate	141	47	188	75.00	25.00	100.00						
Mindoro	215	85	300	71.67	28.33	100.00						
Misamis	200	113	313	63.90	36.10	100.00						

Mountain	153	49	202	23.08	7.39	30.47	95	94	189	14.33	14.18	28.51
Nueva Ecija	939	379	1,318	71.24	28.76	100.00	-----	-----	-----	-----	-----	-----
Nueva Vizcaya	124	44	168	32.55	11.55	44.10	66	87	153	17.32	22.83	40.15
Occidental Negros	392	256	648	60.49	39.51	100.00	-----	-----	-----	-----	-----	-----
Oriental Negros	469	92	561	64.60	12.67	77.27	-----	-----	-----	-----	-----	-----
Palawan	180	44	224	80.36	19.64	100.00	-----	-----	-----	-----	-----	-----
Pampanga	811	264	1,075	53.04	17.27	70.31	-----	-----	-----	-----	-----	-----
Pangasinan	2,082	226	2,308	44.22	4.80	49.02	950	628	1,578	20.18	13.34	33.52
Rizal	680	222	902	71.50	23.34	94.84	-----	-----	-----	-----	-----	-----
Romblon	206	97	303	65.19	30.70	95.89	-----	-----	-----	-----	-----	-----
Samar	183	76	259	34.66	14.39	49.05	31	33	64	5.87	6.25	12.12
Sorsogon	515	364	879	58.59	41.41	100.00	-----	-----	-----	-----	-----	-----
Sulu	53	22	75	70.67	29.33	100.00	-----	-----	-----	-----	-----	-----
Surigao	144	81	225	64.00	36.00	100.00	-----	-----	-----	-----	-----	-----
Tarlac	739	159	898	61.84	13.31	75.15	46	76	122	3.85	6.36	10.21
Tayabas	534	217	751	71.11	28.90	100.00	-----	-----	-----	-----	-----	-----
Union	1,185	677	1,862	62.43	35.67	98.10	-----	-----	-----	-----	-----	-----
Zambales	344	144	488	70.49	29.51	100.00	-----	-----	-----	-----	-----	-----
Zamboanga	79	7	86	39.70	3.52	43.22	75	15	90	37.69	7.54	45.23
Total	27,624	12,322	39,946	55.01	24.54	79.55	2,139	3,057	5,196	4.26	6.09	10.35
Central Luzon Agricultural School	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----
Philippine Nautical School	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----
Philippine Normal School	-----	-----	-----	-----	-----	-----	558	664	1,222	39.35	46.83	86.18
Philippine School of Arts and Trades	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----
Grand total	27,624	12,322	39,946	52.04	23.21	75.26	2,697	3,721	6,418	5.08	7.01	12.09

No. V.—*Enrolment and Percentage of Enrolment of Secondary Students by Courses*—Continued

Division	Commercial						Trade		Farming		Nautical		Domestic Science		Total		
	Enrolment			Percentage			Enrolment	Percentage	Enrolment	Percentage	Enrolment	Percentage	Enrolment	Percentage			
	Boys	Girls	Total	Boys	Girls	Total									Boys	Girls	Total
Abra									81	12.62					422	220	642
Agusan									34	16.51			2	.97	155	51	206
Albay															678	361	1,039
Antique															279	261	540
Bataan															249	127	376
Batanes															53	18	71
Batangas							78	6.65							866	307	1,173
Bohol									36	2.99			293	24.38	769	433	1,202
Bukidnon									70	69.31					80	21	101
Bulacan							35	3.53							714	276	990
Cagayan													23	2.49	604	321	925
Camarines Norte															206	113	319
Camarines Sur							45	4.37	174	16.89					728	302	1,030
Capiz									28	2.66					618	436	1,054
Cavite									69	7.13					650	318	968
Cebu	38	4	42	1.24	.13	1.37	43	1.39							2,098	977	3,075
Cotabato									52	41.27					102	24	126
Davao															77	21	98
Ilocos Norte							22	.97							1,185	1,086	2,271
Ilocos Sur									71	3.04			386	16.51	1,360	978	2,338
Iloilo															1,440	1,241	2,681
Isabela							71	6.66	99	9.29					719	347	1,066
Laguna													90	9.24	635	339	974
Lanao									24	16.00					108	42	150
Leyte	49	17	66	3.62	1.26	4.88	74	5.47	78	5.77			254	18.77	762	591	1,353
Manila	383	80	463	5.81	1.21	7.02									4,026	2,571	6,597
Marinduque															203	148	351
Masbate															141	47	188
Mindoro															215	85	300
Misamis															200	113	313

Mountain									272	41.02					520	143	663
Nueva Ecija															939	379	1,318
Nueva Vizcaya									60	15.75					250	131	381
Occidental Negros															392	256	648
Oriental Negros													165	22.73	469	257	726
Palawan															180	44	224
Pampanga							135	8.83	164	10.73			155	10.13	1,110	419	1,529
Pangasinan							80	170					742	15.76	3,112	1,596	4,708
Rizal													49	5.16	680	271	951
Romblon									13	4.11					219	97	316
Samar							30	5.68	161	30.50			14	2.65	405	123	528
Sorsogon															515	364	879
Sulu															53	22	75
Surigao															144	81	225
Tarlac							49	4.10					126	10.54	834	361	1,195
Tayabas															534	217	751
Union							36	1.90							1,221	677	1,898
Zambales															344	144	488
Zamboanga							23	11.55							177	22	199
Total	470	101	571	.94	.20	1.14	721	1.43	1,486	2.95			2,299	4.58	32,440	17,779	50,219
Central Luzon Agricultural School									736	99.73			2	.27	736	2	738
Philippine Nautical School											29	100.00			29		29
Philippine Normal School													196	13.82	558	860	1,418
Philippine School of Arts and Trades							677	100.00							677		677
Grand total	470	101	571	.89	.19	1.08	1,398	2.63	2,222	4.19	29	.05	2,497	4.70	34,440	18,641	53,081

A summary showing, for the Islands, for the last six years, the percentage of enrolment of secondary pupils by courses, based on the enrolment for the month of September of each year.

PERCENTAGES OF ENROLMENT

Course	Year						Course	Year					
	1920	1921	1922	1923	1924	1925		1920	1921	1922	1923	1924	1925
General	75.37	75.36	74.89	74.38	73.92	75.26	Farming	2.13	3.86	3.86	4.01	3.87	4.19
Normal	12.86	12.03	13.04	13.27	13.29	12.09	Nautical	0.37	0.26	0.18	0.12	0.09	0.05
Commercial	2.87	1.98	0.99	1.17	1.26	1.08	Domestic science	3.44	3.69	4.16	4.39	5.08	4.70
Trade	2.71	2.57	2.68	2.53	2.37	2.63	Surveying	0.25	0.25	0.20	0.13	0.12	

No. VI.—*Enrolment, Pupils Dropped, and Percentage of Pupils Dropped*

A table showing, by divisions and for the Islands, the annual enrolment, the March enrolment, the number of pupils dropped, and the percentage of pupils dropped, based on the annual enrolment for the school year 1924–25.

Division	All	First Grade				Second Grade				Third Grade				Fourth Grade				Fifth Grade			
	Percentage Dropped	Annual Enrolment	March Enrolment	Number of Pupils Dropped	Percentage Dropped	Annual Enrolment	March Enrolment	Number of Pupils Dropped	Percentage Dropped	Annual Enrolment	March Enrolment	Number of Pupils Dropped	Percentage Dropped	Annual Enrolment	March Enrolment	Number of Pupils Dropped	Percentage Dropped	Annual Enrolment	March Enrolment	Number of Pupils Dropped	Percentage Dropped
Pangasinan	7	15,926	14,855	1,071	7	12,613	11,871	742	6	10,540	9,737	803	8	10,860	9,925	935	9	6,003	5,434	569	9
Manila	8	9,960	8,921	1,039	10	10,093	9,296	797	9	8,713	8,112	601	7	7,276	6,790	486	7	6,166	5,671	495	8
Bataan	10	1,432	1,293	139	10	1,246	1,151	95	8	1,324	1,189	135	10	1,089	982	107	10	648	581	67	10
Iloilo	10	14,353	13,001	1,352	9	11,939	10,846	1,093	9	9,643	8,581	1,062	11	7,081	6,242	839	12	4,290	3,765	525	12
Mountain	10	6,075	5,462	613	10	2,845	2,597	248	9	2,554	2,313	241	9	2,088	1,918	170	8	809	703	106	13
Zambales	10	3,282	2,949	333	10	2,298	2,098	200	9	1,839	1,650	189	10	1,534	1,373	161	10	1,041	942	99	10
Abra	11	1,919	1,653	266	14	1,414	1,262	152	11	1,164	1,048	116	10	968	862	106	11	662	581	81	12
Isabela	11	3,520	3,239	281	8	3,050	2,856	194	6	2,767	2,512	255	9	2,348	1,989	359	15	1,393	1,141	252	18
Union	11	5,882	5,147	735	12	4,537	4,012	525	12	4,255	3,754	501	12	3,969	3,514	455	11	3,034	2,631	403	13
Cavite	12	5,468	4,885	583	11	3,891	3,489	402	10	2,943	2,574	369	13	2,405	2,017	388	16	1,273	1,117	156	12
Batangas	13	7,556	6,616	940	12	5,550	4,898	652	12	4,353	3,798	555	13	3,465	2,882	583	17	1,981	1,669	312	16
Ilocos Sur	14	6,905	6,127	778	11	5,413	4,765	648	12	5,115	4,388	727	14	4,231	3,508	723	17	2,649	2,068	581	22
Nueva Ecija	14	8,851	7,228	1,623	18	6,808	5,912	896	13	5,744	4,964	780	14	4,491	3,931	560	12	2,711	2,407	304	11
Romblon	14	2,022	1,709	313	15	1,551	1,351	200	13	1,340	1,193	147	11	1,086	930	156	14	565	485	80	14
Sulu	14	4,969	4,375	594	12	2,158	1,901	257	12	1,490	1,287	203	14	982	774	208	21	332	212	120	36
Tarlac	14	5,806	4,889	917	16	4,088	3,557	531	15	3,355	2,972	483	14	2,727	2,358	369	14	1,693	1,453	240	14
Albay	15	9,035	7,770	1,265	14	6,675	5,746	929	14	4,740	3,940	800	17	3,750	2,992	758	20	1,847	1,554	293	16
Bulacan	15	9,664	8,064	1,600	17	8,114	6,881	1,233	15	6,212	5,225	987	16	3,522	3,021	501	14	1,939	1,669	270	14
Misamis	15	10,309	8,928	1,381	13	6,300	5,325	975	15	4,516	3,763	753	17	3,053	2,564	489	16	1,375	1,054	321	23
Palawan	15	3,028	2,611	417	14	1,663	1,394	269	16	1,273	1,091	182	14	981	826	155	16	409	357	52	13
Pampanga	15	9,124	7,730	1,394	15	5,666	4,805	861	15	4,309	3,559	750	17	3,065	2,578	487	16	1,793	1,601	192	11
Rizal	15	7,015	5,986	1,029	15	5,600	4,844	756	14	5,144	4,250	894	17	3,061	2,472	589	19	1,978	1,594	384	19
Bohol	16	16,126	13,541	2,585	16	10,044	8,479	1,565	16	7,375	6,033	1,342	18	5,037	4,160	877	17	2,639	2,218	421	17
Laguna	16	8,280	6,934	1,346	16	6,276	5,346	930	15	5,384	4,430	954	18	4,101	3,322	779	19	2,365	1,987	378	16
Tayabas	16	9,978	8,291	1,687	17	7,234	6,041	1,193	16	5,563	4,753	810	15	4,516	3,592	924	20	2,271	1,927	344	15

Cagayan	17	6, 950	5, 571	1, 379	20	5, 162	4, 391	771	15	3, 700	3, 055	645	17	2, 653	2, 151	502	19	1, 677	1, 366	311	19
Camarines Norte	17	1, 547	1, 289	258	17	1, 402	1, 150	252	18	1, 054	819	235	22	937	752	185	20	473	383	90	19
Cebu	17	20, 741	16, 953	3, 788	18	13, 939	11.745	2, 194	16	11, 822	9, 633	2, 189	19	8, 436	6, 878	1, 558	18	4, 661	3, 738	923	20
Agusan	18	3, 922	3, 172	750	19	1, 650	1, 380	270	16	1, 493	1, 233	260	17	1, 216	999	217	18	648	494	154	23
Ilocos Norte	18	6, 758	5, 173	1, 585	23	5, 222	4, 348	874	17	4, 710	3, 858	852	18	3, 516	2, 913	603	17	2, 221	1, 847	374	17
Marinduque	18	2, 743	2, 252	491	18	1, 713	1, 458	255	15	1, 658	1, 301	357	22	1, 149	903	246	21	682	540	142	21
Masbate	18	2, 279	1, 926	353	15	1, 613	1, 338	275	17	1, 281	1, 042	239	19	945	725	220	23	483	382	101	21
Camarines Sur	19	5, 761	4, 672	1, 089	19	3, 855	3, 220	635	16	3, 287	2, 593	694	21	2, 507	1, 979	528	21	1, 500	1, 176	324	22
Sorsogon	19	5, 533	4, 406	1, 127	20	4, 316	3, 432	884	20	3, 706	2, 830	876	24	2, 686	2, 180	506	19	1, 714	1, 427	287	17
Antique	20	5, 078	3, 932	1, 146	23	3, 208	2, 618	590	18	2, 520	1, 947	573	23	1, 907	1, 492	415	22	1, 234	971	263	21
Batanes	20	393	315	78	20	222	193	29	13	229	177	52	23	180	125	55	31	112	91	21	19
Capiz	20	8, 409	6, 508	1, 901	23	6, 032	4, 833	1, 199	20	4, 821	3, 753	1, 068	22	3, 621	2, 868	753	21	1, 993	1, 595	398	20
Leyte	20	21, 945	18, 474	3, 471	16	13, 102	10, 677	2, 425	19	9, 392	6, 967	2, 425	26	6, 508	4, 830	1, 678	26	3, 435	3, 639	796	23
Occidental Negros	20	14, 344	11, 110	3, 234	23	9, 104	7, 400	1, 704	19	7, 624	6, 149	1, 475	19	6, 031	4, 783	1, 248	21	3, 065	2, 368	697	23
Mindoro	21	3, 373	2, 560	813	24	1, 703	1, 409	294	17	1, 270	966	304	24	886	700	186	21	508	394	114	22
Nueva Vizcaya	21	904	653	251	28	871	668	203	23	930	739	191	21	753	620	133	18	415	342	73	18
Cotabato	22	3, 539	2, 824	715	20	1, 788	1, 349	439	25	1, 170	915	255	22	704	540	164	23	343	244	99	29
Oriental Negros	22	7, 573	5, 789	1, 784	24	4, 043	3, 209	834	21	3, 798	2, 955	843	22	2, 633	2, 077	556	21	1, 362	1, 069	293	22
Surigao	22	7, 380	5, 655	1, 725	23	3, 187	2, 628	559	18	2, 017	1, 577	440	22	1, 370	1, 054	316	23	526	391	135	26
Bukidnon	25	1, 753	1, 389	364	21	1, 242	1, 004	238	19	1, 014	729	285	28	993	683	310	31	301	186	115	38
Samar	26	7, 668	5, 490	2, 178	28	5, 535	4, 220	1, 315	24	4, 854	3, 600	1, 254	26	5, 217	3, 759	1, 458	28	2, 678	1, 976	702	26
Davao	27	4, 405	3, 059	1, 346	31	2, 228	1, 704	524	24	1, 485	1, 135	350	24	917	677	240	26	340	228	112	33
Zamboanga	27	5, 720	3, 750	1, 970	34	2, 943	2, 068	875	30	2, 151	1, 761	390	18	1, 550	1, 294	256	17	823	651	172	22
Lanao	31	1, 555	1, 078	477	31	1, 159	822	337	29	1, 011	663	348	34	724	465	259	36	347	251	96	28
Total	16	336, 758	280, 204	56, 554	17	232, 305	197, 987	34, 318	15	188, 752	157, 513	31, 239	17	145, 725	120, 969	24, 756	17	83, 407	69, 570	13, 837	17
Central Luzon Agricultural School	3	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Philippine Normal School	7	125	107	18	14	117	114	3	3	126	115	11	9	171	155	16	9	94	88	6	6
Philippine Nautical School	9	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Philippine School of Arts and Trades	22	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Grand total	16	336, 883	280, 311	56, 572	17	232, 422	198, 101	34, 321	15	188, 878	157, 628	31, 250	17	145, 896	121, 124	24, 772	17	83, 501	69, 658	13, 843	17

No. VI.—*Enrolment, Pupils Dropped, and Percentage of Pupils Dropped*—Continued

Division	Sixth Grade				Seventh Grade				First Year				Second Year				Third Year				Fourth Year			
	Annual Enrolment	March Enrolment	Number of Pupils Dropped	Percentage Dropped	Annual Enrolment	March Enrolment	Number of Pupils Dropped	Percentage Dropped	Annual Enrolment	March Enrolment	Number of Pupils Dropped	Percentage Dropped	Annual Enrolment	March Enrolment	Number of Pupils Dropped	Percentage Dropped	Annual Enrolment	March Enrolment	Number of Pupils Dropped	Percentage Dropped	Annual Enrolment	March Enrolment	Number of Pupils Dropped	Percentage Dropped
Pangasinan	3,714	3,450	264	7	2,836	2,681	155	5	1,684	1,568	116	7	1,206	1,158	48	4	616	597	19	3	310	301	9	3
Manila	4,949	4,586	363	7	3,981	3,708	273	7	2,907	2,631	276	9	1,897	1,692	205	11	878	798	80	9	666	630	36	5
Bataan	415	370	45	11	263	236	27	10	179	159	20	11	116	107	9	8	46	41	5	11	35	33	2	6
Iloilo	2,792	2,476	316	11	1,892	1,717	175	9	1,112	1,001	111	10	735	685	50	7	387	374	13	3	203	193	10	5
Mountain	417	354	63	15	306	217	35	11	254	234	20	8	147	134	13	9	72	62	10	14	56	56	------	----
Zambales	678	608	70	10	449	429	20	4	212	191	21	10	134	128	6	4	63	59	4	6	42	35	7	17
Abra	379	337	42	11	403	360	43	11	310	279	31	10	188	171	17	9	100	95	5	5	48	46	2	4
Isabela	974	835	139	14	789	675	114	14	381	333	48	13	248	221	27	11	146	139	7	5	78	72	6	8
Union	1,783	1,609	174	10	1,397	1,277	120	9	793	761	32	4	424	397	27	6	342	321	21	6	214	206	8	4
Cavite	883	779	104	12	753	669	84	11	370	337	33	9	281	265	16	6	113	104	9	8	83	80	3	4
Batangas	1,347	1,174	173	13	1,178	1,068	110	9	559	488	71	12	277	257	20	7	150	133	17	11	107	100	7	7
Ilocos Sur	1,597	1,341	256	16	1,320	1,142	178	13	1,140	987	153	13	616	560	56	9	441	401	40	9	196	189	7	4
Nueva Ecija	1,853	1,675	178	10	1,253	1,153	100	8	573	518	55	10	405	379	26	6	147	138	9	6	98	91	7	7
Romblon	355	303	52	15	239	202	37	15	189	149	40	21	90	81	9	10	43	41	2	5	18	17	1	6
Sulu	159	129	30	19	95	85	10	10	36	30	6	17	21	16	5	24	9	9	------	----	------	------	------	----
Tarlac	1,162	1,033	129	11	834	744	90	11	485	434	51	11	321	300	21	7	158	150	8	5	144	137	7	5
Albay	1,052	883	169	16	800	686	114	14	454	384	70	15	347	310	37	11	149	126	23	15	79	74	5	6
Bulacan	1,296	1,168	128	10	1,055	970	85	8	415	378	37	9	178	165	13	7	123	115	8	7	82	78	4	5
Misamis	789	660	129	16	580	470	110	19	142	129	13	9	59	50	9	15	21	21	------	----	20	20	------	----
Palawan	286	242	44	15	272	221	51	19	94	80	14	15	47	40	7	15	25	25	------	----	16	16	------	----
Pampanga	1,134	1,039	95	8	934	841	93	10	508	463	45	9	379	350	29	8	251	238	13	5	152	149	3	2
Rizal	1,138	983	155	14	857	742	115	13	372	349	23	6	277	264	13	5	152	145	7	5	109	106	3	3
Bohol	1,855	1,660	195	11	1,550	1,409	141	9	922	827	95	10	335	305	30	9	102	92	10	10	50	47	3	6
Laguna	1,557	1,356	201	13	1,319	1,159	160	12	532	425	107	20	274	243	31	11	134	119	15	11	76	73	3	4
Tayabas	1,342	1,137	205	15	1,038	929	109	11	303	273	30	10	169	158	11	7	97	91	6	6	62	62	------	----
Cagayan	1,085	911	174	16	1,009	851	158	16	514	440	74	14	260	236	24	9	153	139	14	9	81	76	5	6
Camarines Norte	379	337	42	11	234	218	16	7	151	140	11	7	75	66	9	12	62	51	11	18	39	38	1	3
Cebu	2,650	2,293	357	13	2,244	1,942	302	13	1,396	1,218	178	13	727	653	74	10	351	328	23	7	209	189	20	10
Agusan	229	187	42	18	176	151	25	14	103	85	18	17	33	30	3	9	------	------	------	----	------	------	------	----
Ilocos Norte	1,290	1,147	143	11	1,093	979	114	10	908	826	82	9	638	578	60	9	377	349	28	7	283	263	20	7
Marinduque	502	406	96	19	297	245	52	18	152	141	11	7	82	75	7	9	55	53	2	4	25	25	------	----
Masbate	322	266	56	17	218	164	54	25	112	90	22	20	45	39	6	13	25	25	------	----	27	25	2	7
Camarines Sur	893	740	153	17	649	541	108	17	436	386	50	11	260	238	22	8	138	130	8	6	84	80	4	5
Sorsogon	974	836	138	14	724	649	75	10	433	399	34	8	146	127	19	13	67	63	4	6	27	26	1	4
Antique	757	647	110	15	543	482	61	11	299	271	28	9	145	140	5	3	88	75	13	15	38	37	1	3

Batanes	77	64	13	17	83	65	18	22	42	36	6	14	18	15	3	17	----	----	----	----	----	----	----	----
Capiz	1,213	1,031	182	15	1,042	923	119	11	482	421	61	13	257	240	17	7	106	99	7	7	78	77	1	1
Leyte	1,962	1,648	314	16	1,232	1,043	189	15	712	598	114	16	317	283	34	11	115	100	15	13	68	63	5	7
Occidental Negros	1,914	1,589	325	17	1,351	1,159	192	14	437	328	109	25	243	216	27	11	139	127	12	9	63	59	4	6
Mindoro	362	297	65	18	288	239	49	17	136	125	11	8	82	75	7	9	34	33	1	3	21	21	----	----
Nueva Vizcaya	305	249	56	18	244	210	34	14	205	174	31	15	138	116	22	16	79	74	5	6	30	25	5	17
Cotabato	129	105	24	19	124	97	27	22	71	56	15	21	----	----	----	----	----	----	----	----	----	----	----	----
Oriental Negros	881	728	153	17	695	581	114	16	468	383	85	18	180	151	29	16	67	65	2	3	37	34	3	8
Surigao	270	224	46	17	223	186	37	17	106	85	21	20	32	30	2	6	20	18	2	10	22	20	2	9
Bukidnon	162	128	34	21	73	50	23	32	77	54	23	30	30	23	7	23	24	23	1	4	----	----	----	----
Samar	1,373	1,055	318	23	754	619	135	18	304	248	56	18	139	120	19	14	71	64	7	10	57	54	3	5
Davao	177	133	44	25	111	89	22	20	39	34	5	13	36	31	5	14	----	----	----	----	----	----	----	----
Zamboanga	482	410	72	15	350	319	31	9	100	85	15	15	75	70	5	7	50	48	2	4	27	26	1	4
Lanao	177	139	38	21	133	102	31	23	88	78	10	11	26	21	5	1	10	----	10	100	----	----	----	----
Total	52,471	45,757	6,714	13	40,283	35,748	4,535	11	22,697	20,109	2,588	11	13,155	12,009	1,146	9	6,796	6,298	498	7	4,160	3,949	211	5
Central Luzon Agricultural School	----	----	----	----	43	40	3	7	189	182	7	4	143	137	6	4	136	134	2	1	106	103	3	3
Philippine Normal School	97	86	11	11	97	88	9	9	312	291	21	7	382	355	27	7	563	533	30	5	306	279	27	9
Philippine Nautical School	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	22	19	3	14	23	22	1	4
Philippine School of Arts and Trades	----	----	----	----	48	38	10	21	288	197	91	32	215	168	47	22	125	108	17	14	129	116	13	10
Grand total	52,568	45,843	6,725	13	40,471	35,914	4,557	11	23,486	20,779	2,707	12	13,895	12,669	1,226	9	7,642	7,092	550	7	4,724	4,469	255	5

A summary based on the annual enrolment and the March monthly enrolment of each school year showing the percentage of pupils dropped during the last five school years.

School Year	Percentage Dropped				School Year	Percentage Dropped			
	Primary	Intermediate	Secondary	Total		Primary	Intermediate	Secondary	Total
1920-21	17.93	13.38	16.52	17.39	1923-24	16.49	14.34	10.19	15.95
1921-22	15.24	11.70	11.86	14.72	1924-25	16.25	14.23	9.52	15.63
1922-23	15.44	13.66	10.75	15.06					

In Table VI, the divisions are listed according to the percentage of pupils dropped, the division with the smallest percentage being listed first.

The median percentage of withdrawals for the Islands was 17.67.

No. VII.—*Percentage of Pupils Promoted*

A table showing, by grades, by divisions, and for the Islands, the percentage of pupils promoted, based on the monthly enrolment for March, 1925.

Division	Percentage Promoted														
	All Grades and Years	First Grade	Second Grade	Third Grade	Fourth Grade	Total Primary	Fifth Grade	Sixth Grade	Seventh Grade	Total Intermediate	First Year	Second Year	Third Year	Fourth Year	Total Secondary
Isabela	90.49	86.26	91.46	91.24	92.16	89.95	91.77	95.80	92.89	93.32	85.89	89.59	86.33	97.22	88.10
Zambales	86.84	79.01	90.18	88.97	88.64	85.59	88.64	95.39	95.57	92.22	82.20	88.28	89.83	85.71	85.47
Bataan	86.76	79.74	87.49	86.80	93.18	86.35	85.20	91.62	91.95	88.54	93.71	72.89	85.37	93.94	86.18
Manila	85.31	86.06	89.80	89.84	86.38	88.10	84.76	81.23	81.74	82.80	70.09	73.70	80.32	95.24	75.33
Pampanga	85.22	79.13	85.49	87.41	86.81	83.41	93.44	97.50	96.79	95.46	82.07	80.86	84.03	94.63	83.66
Bulacan	85.07	79.25	84.06	89.32	87.69	84.05	91.07	94.86	91.86	92.43	79.37	67.87	85.22	94.87	79.35
Iloilo	83.80	78.48	85.56	85.14	85.71	83.11	87.46	89.58	85.79	87.76	73.33	84.08	90.91	96.89	81.54
Union	83.11	80.71	92.60	88.15	85.15	86.26	79.17	80.67	64.06	76.11	74.11	74.81	72.59	85.44	75.37
Nueva Ecija	83.08	77.19	85.49	84.73	83.26	82.20	85.29	89.49	89.42	87.55	76.83	76.25	85.51	98.90	79.48
Sorsogon	82.86	77.60	84.53	84.17	79.50	81.22	92.64	80.55	81.20	89.49	82.71	86.61	98.41	100.00	85.85
Batangas	81.14	72.35	83.83	85.18	80.43	79.40	86.88	95.91	90.17	90.48	70.70	77.04	84.21	91.00	76.28
Camarines Norte	80.87	80.14	86.52	83.03	68.62	80.40	89.03	83.38	80.28	84.97	75.00	77.27	60.78	84.21	74.24
Zamboanga	80.45	71.79	97.53	99.72	68.24	80.78	79.26	78.05	74.29	77.75	80.00	81.43	87.50	96.15	83.84
Ilocos Sur	78.71	74.28	83.36	83.68	73.29	78.59	78.38	90.31	87.13	84.09	60.89	70.89	72.32	90.48	68.27
Cagayan	77.36	74.51	81.74	80.26	78.57	78.40	81.70	82.33	73.68	79.70	43.64	57.20	54.68	86.84	52.64
Tayabas	77.15	71.33	81.91	78.31	71.66	75.63	84.64	87.16	83.64	85.12	79.85	80.38	82.42	91.94	81.68
Cavite	76.61	69.09	77.76	79.64	77.29	74.79	84.42	88.06	86.25	86.00	55.75	85.28	100.00	96.25	75.83
Cebu	76.17	66.60	80.96	74.85	81.07	74.30	89.51	92.02	80.54	88.05	67.48	76.26	70.43	90.48	72.11
Capiz	76.16	68.10	39.37	77.51	71.55	73.65	84.33	91.07	91.01	88.02	67.93	92.08	85.86	97.40	79.69
Abra	75.95	68.36	81.93	80.44	76.91	76.06	70.91	83.38	71.67	74.41	73.47	78.36	87.37	89.13	78.34
Masbate	75.41	68.54	79.60	80.42	74.76	74.84	80.37	82.86	70.12	82.39	60.00	64.10	32.00	80.00	59.78
Romblon	75.34	74.31	83.05	81.48	66.45	76.83	67.63	73.27	67.82	69.39	59.06	87.65	60.98	88.24	69.10
Laguna	75.18	71.29	73.96	77.72	70.50	73.29	85.30	90.07	83.95	86.27	55.53	65.43	56.30	84.93	60.93
Antique	75.12	71.16	81.13	76.99	73.06	75.19	74.87	82.22	71.58	76.38	60.15	72.85	81.33	89.18	68.64
Camarines Sur	75.11	74.23	78.88	77.94	67.25	75.10	72.11	79.19	69.87	73.74	75.65	88.66	70.77	82.50	79.26
Mindoro	75.07	64.49	82.82	74.22	78.29	72.46	84.01	94.61	93.31	89.78	77.60	74.67	81.82	100.00	79.13
Tarlac	74.41	67.31	80.83	78.16	75.95	74.62	73.02	73.28	76.75	73.96	66.13	71.67	85.33	84.67	73.07
Albay	74.31	74.14	79.85	79.90	62.30	75.12	66.02	74.97	78.42	71.28	59.64	64.19	76.98	93.24	66.44
Pangasinan	74.27	66.27	77.45	76.40	71.90	72.46	78.03	83.62	73.63	78.68	76.02	87.05	92.13	90.37	83.39
Occidental Negros	73.61	69.37	80.66	79.90	63.83	73.51	76.39	83.39	66.95	76.42	40.55	62.78	55.90	91.52	58.22

Rizal	72.62	66.90	77.39	71.79	69.86	71.36	75.47	80.77	82.75	78.67	76.22	75.38	64.83	83.96	75.00
Samar	71.66	82.66	80.05	81.58	54.43	75.56	52.73	58.48	63.80	54.58	48.79	68.33	82.81	92.59	62.96
Misamis	71.65	59.35	79.00	81.96	72.93	70.26	84.44	86.67	81.06	84.39	68.21	90.00	85.71	75.00	75.45
Oriental Negros	70.74	60.77	79.84	79.49	66.92	69.99	72.68	81.05	76.94	76.28	61.36	66.89	81.54	97.06	66.67
Nueva Vizcaya	70.67	72.89	75.15	69.82	67.58	71.38	75.44	78.71	70.00	75.03	44.83	65.51	70.27	60.00	56.81
Leyte	70.03	59.94	78.68	69.46	78.18	68.60	80.07	81.49	80.15	80.53	64.38	78.80	88.00	100.00	72.70
Bohol	69.87	57.64	75.92	80.28	81.27	69.74	83.32	81.81	68.84	78.99	31.92	36.07	48.91	61.70	35.21
Marinduque	67.86	61.01	73.52	63.11	62.24	64.74	80.74	87.44	80.82	83.04	63.12	70.67	69.81	96.00	69.05
Ilocos Norte	65.15	63.60	73.44	60.65	60.90	65.04	55.55	69.31	71.09	63.35	60.89	67.47	81.09	85.93	69.54
Lanao	62.86	54.73	68.25	63.95	62.80	61.66	64.94	77.70	83.33	72.36	46.15	76.19	--------	--------	52.52
Batanes	61.05	53.02	71.50	76.27	55.20	62.84	64.83	62.50	52.31	60.45	25.00	60.00	--------	--------	35.29
Sulu	60.41	43.54	73.70	76.15	74.55	58.79	89.15	89.15	88.24	88.97	86.67	87.50	77.78	--------	85.45
Palawan	60.05	46.92	70.88	70.03	57.51	58.29	70.31	74.79	68.33	71.10	58.75	62.50	92.00	93.75	68.32
Bukidnon	54.36	40.03	54.88	65.98	51.54	50.99	75.27	90.63	72.00	80.22	87.04	91.30	91.30	--------	89.00
Davao	54.17	41.84	61.79	65.29	56.28	52.55	70.18	72.93	77.53	72.44	91.18	93.55	--------	--------	92.31
Cotabato	53.62	40.58	63.68	66.45	59.26	52.11	68.85	70.46	75.26	70.62	69.64	--------	--------	--------	69.64
Agusan	52.83	39.79	69.64	57.26	46.75	50.06	61.13	82.89	82.78	69.95	89.41	100.00	--------	--------	92.17
Surigao	52.29	41.20	70.09	64.24	45.26	51.88	51.41	53.57	62.37	54.56	63.52	73.33	72.22	90.00	69.93
Mountain	49.20	32.92	59.11	59.06	48.02	43.73	58.18	79.66	83.03	68.98	73.50	90.30	88.71	98.21	82.92
Total	75.46	67.36	80.53	79.18	74.45	74.40	80.03	84.47	79.71	81.30	67.18	75.99	79.34	90.93	73.70
Philippine Nautical School	95.12	--------	--------	--------	--------	--------	--------	--------	--------	--------	--------	--------	89.47	100.00	95.12
Philippine Normal School	82.76	92.52	70.17	88.69	56.77	75.15	64.77	79.07	70.45	71.37	71.13	90.42	89.87	94.93	88.34
Central Luzon Agricultural School	82.55	--------	--------	--------	--------	--------	--------	--------	100.00	100.00	71.98	89.78	74.63	95.14	81.29
Philippine School of Arts and Trades	82.14	--------	--------	--------	--------	--------	--------	--------	73.68	73.68	86.29	76.79	99.07	69.83	82.68
Grand total	75.49	67.37	80.53	79.18	74.42	74.40	80.01	84.46	79.70	81.29	67.46	76.56	80.37	90.79	74.41

In the above table, divisions are listed according to the percentage of pupils (of all grades) promoted, the percentage being figured on the basis of March, 1925, monthly enrolment.

The median percentage of pupils promoted for the Islands was 74.41.

A summary, showing for the Islands for the last five school years, the percentage of primary, intermediate, and secondary promotions, based on the monthly enrolment for March of each year.

School Year	Percentage Promoted				School Year	Percentage Promoted			
	Primary	Intermediate	Secondary	Total		Primary	Intermediate	Secondary	Total
1920–21	69.83	81.11	75.96	71.30	1923–24	71.69	77.33	76.98	72.73
1921–22	68.77	74.57	73.96	69.64	1924–25	74.40	81.29	74.41	75.49
1922–23	69.08	75.20	73.67	70.07					

No. VIII.—*Size of Classes*

A table showing in percentage, by divisions and for the Islands, the size of classes in primary, intermediate, and secondary departments, based on the monthly enrolment for July, 1925.

Division	Primary			Intermediate			Secondary		
	Percentage of Classes with Enrolment of—			Percentage of Classes with Enrolment of—			Percentage of Classes with Enrolment of—		
	(a)	(b)	(c)	(a)	(b)	(c)	(a)	(b)	(c)
	More than 50 pupils	50–30 pupils	Less than 30 pupils	More than 42 pupils	42–30 pupils	Less than 30 pupils	More than 36 pupils	36–30 pupils	Less than 30 pupils
Abra	6	35	59	60	20	20	90	------	10
Agusan	12	13	75	41	16	43	60	20	20
Albay	67	32	1	52	35	13	83	13	4
Antique	12	34	54	32	39	29	53	12	35
Bataan	19	60	21	36	36	29	46	36	18
Batanes	2	19	79	------	7	93	------	54	46
Batangas	44	50	6	38	45	17	87	13	------
Bohol	41	38	21	44	39	17	100	------	------
Bukidnon	2	22	76	19	25	56	------	40	60
Bulacan	27	26	47	67	23	10	80	20	------
Cagayan	10	38	52	42	36	22	100	------	------
Camarines Norte	63	21	16	50	15	35	100	------	------
Camarines Sur	68	30	2	53	35	12	84	8	8
Capiz	39	40	21	33	36	31	85	------	15
Cavite	65	24	11	47	31	22	84	------	16
Cebu	25	35	40	56	29	15	93	4	3
Cotabato	1	9	90	19	19	62	------	------	100
Davao	1	2	97	4	9	87	33	33	34
Ilocos Norte	13	22	65	53	40	7	94	4	2
Ilocos Sur	15	22	63	32	41	27	74	12	14
Iloilo	24	38	38	63	28	9	100	------	------
Isabela	25	58	17	11	80	9	------	89	11
Laguna	27	47	26	39	42	19	67	11	22
Lanao	4	4	92	13	13	74	50	------	50
Leyte	23	56	21	50	31	19	83	3	14
Manila	6	92	2	87	10	3	95	4	1
Marinduque	24	31	45	64	26	10	67	33	------
Masbate	37	33	30	35	52	13	------	15	85
Mindoro	6	30	64	15	13	72	40	50	10
Misamis	55	44	1	79	18	3	87	------	13
Mountain	30	49	21	25	27	48	37	25	38
Nueva Ecija	19	28	53	61	24	15	94	6	------
Nueva Vizcaya	------	49	51	9	60	31	46	8	46
Occidental Negros	54	27	19	72	25	3	72	28	------
Oriental Negros	20	46	34	28	38	34	95	------	5
Palawan	3	12	85	2	20	78	67	------	33
Pampanga	54	31	15	56	30	14	72	2	26
Pangasinan	77	23	------	74	23	3	96	4	------
Rizal	16	70	14	39	33	28	72	16	12
Romblon	------	37	63	23	58	19	60	20	20
Samar	7	84	9	36	40	24	44	17	39
Sorsogon	1	9	90	19	19	62	------	------	100
Sulu	32	28	40	60	25	15	79	21	------
Surigao	70	28	2	33	33	34	67	------	33
Tarlac	8	45	47	70	23	7	85	------	15
Tayabas	15	50	35	9	72	19	100	------	------
Union	37	48	15	51	34	15	89	------	11
Zambales	18	41	41	70	26	4	100	------	------
Zamboanga	2	24	74	29	20	51	40	10	50
Total	27	37	36	50	31	19	81	9	10
Central Luzon Agricultural School	------	------	------	------	------	------	89	------	11
Philippine Nautical School	------	------	------	------	------	------	------	------	100
Philippine Normal School	------	100	------	67	33	------	59	26	15
Philippine School of Arts and Trades	------	------	------	------	------	------	60	40	------
Grand total	27	37	36	50	31	19	79	11	10

No. IX.—*Classification of Teachers*

A table showing, for the Islands, the classification and number of American teachers, and the classification and number of Filipino municipal, provincial, and Insular teachers on duty on August 1, 1925.

Classification		American	Filipino			Total
			Insular	Provincial	Municipal	
PRIMARY:						
Classroom teachers	Male	----------	7	34	8,577	8,618
	Female	15	19	14	8,285	8,333
	Total	15	26	48	16,862	16,951
Principals	Male	----------	73	18	972	1,063
	Female	1	16	----------	31	48
	Total	1	89	18	1,003	1,111
INTERMEDIATE:						
Classroom teachers	Male	----------	113	96	3,011	3,220
	Female	12	77	36	1,607	1,732
	Total	12	190	132	4,618	4,952
Principals	Male	1	155	7	422	585
	Female	2	36	----------	11	49
	Total	3	191	7	433	634
SECONDARY:						
Classroom teachers	Male	69	343	236	52	700
	Female	144	132	78	42	396
	Total	213	475	314	94	1,096
Principals	Male	33	47	6	----------	86
	Female	14	----------	----------	----------	14
	Total	47	47	6	----------	100
SUPERVISING TEACHERS	Male	11	397	47	5	460
	Female	----------	5	----------	----------	5
	Total	11	402	47	5	465
INDUSTRIAL SUPERVISORS	Male	----------	77	5	9	91
	Female	1	30	3	1	35
	Total	1	107	8	10	126
ACADEMIC SUPERVISORS	Male	----------	41	4	1	46
	Female	1	7	----------	11	19
	Total	1	48	4	12	65
OTHER DIVISION SUPERVISORS	Male	1	8	5	1	15
	Female	----------	8	----------	7	15
	Total	1	16	5	8	30
TOTAL	Male	115	1,261	458	13,050	14,884
	Female	190	330	131	9,995	10,646
	Total	305	1,591	589	23,045	25,530

NOTE.—Matrons of dormitories are classified as classroom teachers, and supervising teachers of hygiene and sanitation as other division supervisors.

No. X.—*Educational Qualifications of Filipino Elementary Teachers*

A table showing, by divisions and for the Islands, the years of school completed by all Filipino elementary teachers employed on August 1, 1925.

Division	Years of School Completed											
	Below Secondary Level		Secondary Level								Total Secondary Graduates	Percentage of Secondary Graduates
			Normal Schools				All Other Secondary Schools					
	Seventh Grade or Less	Percentage Below Secondary Level	First Year	Second Year	Third Year	Fourth Year	First Year	Second Year	Third Year	Fourth Year		
Abra	21	12.80	27	1	1	3	27	27	2	55	58	35.37
Agusan	77	38.50					75	33	7	8	8	4.00
Albay	173	30.35				41	114	116	24	93	134	23.51
Antique	4	1.33				31	124	87	35	15	46	15.33
Bataan	58	44.27		2		3	22	10	8	27	30	22.90
Batanes	4	9.52		1			14	21		2	2	4.76
Batangas	297	52.01					67	76	20	103	103	18.04
Bohol	170	19.68					434	166	28	64	64	7.41
Bukidnon	46	42.59				1	26	12	10	12	13	12.04
Bulacan	136	21.32	3	5	2		266	67	22	118	118	18.50
Cagayan	164	31.78	9	11			118	47	8	152	152	29.46
Camarines Norte	19	15.97					25	42	6	26	26	21.85
Camarines Sur	88	24.58	7	31	4		92	27	14	94	94	26.26
Capiz	158	26.38				15	148	118	37	111	126	21.04
Cavite	183	50.27		10		5	58	32	10	63	68	18.68
Cebu	185	13.93				55	547	237	80	201	256	19.28
Cotabato	68	32.54		2		5	77	27	6	23	28	13.40
Davao	69	37.70					52	25	7	29	29	15.85
Ilocos Norte	101	19.09					87	41	7	258	258	48.77
Ilocos Sur	112	19.75	29	21	13	88	95	57	18	122	210	37.04
Iloilo	238	23.68	65	82	13	54	135	95	38	263	317	31.54
Isabela	27	7.99					103	48	17	130	130	38.46
Laguna	183	28.11				3	175	89	23	175	178	27.34
Lanao	52	39.39				1	35	17	16	10	11	8.33
Leyte	314	26.41		1	2	2	415	261	58	128	130	10.93

Manila			35	48	11		156	84	53	332	332	28.45
Marinduque	46	31.29		1	3		28	12	5	46	46	31.29
Masbate	37	24.34				1	53	33	2	26	27	17.76
Mindoro	86	39.81	5	21	1		32	32	9	23	23	10.65
Misamis	245	44.95		1	1	2	145	81	22	44	46	8.44
Mountain	97	28.87	5	2			102	34	11	85	85	25.30
Nueva Ecija	184	29.87		1			132	106	38	117	117	18.99
Nueva Vizcaya			8	49	3		3	8	5	32	32	27.35
Occidental Negros	286	36.81			1	10	194	123	54	104	114	14.67
Oriental Negros	140	29.79			2		156	92	11	67	67	14.68
Palawan	55	29.73				1	50	36	13	28	29	15.68
Pampanga	97	17.11					186	77	24	180	180	41.75
Pangasinan	106	9.72	126	49	9	211	182	57	20	290	501	45.96
Rizal	189	36.28					125	55	28	97	97	18.62
Romblon	63	32.98	3	3			34	37	11	34	34	17.80
Samar	223	38.99					152	74	20	101	101	17.66
Sorsogon	130	35.55			3		102	53	19	50	50	13.66
Sulu	174	68.50	1	1			54	10	1	12	12	4.72
Surigao	104	38.24		1	2	1	93	32	10	22	23	8.46
Tarlac	137	28.13			4		102	74	16	150	150	30.80
Tayabas	244	33.24		1			177	108	47	144	144	19.62
Union	121	22.20		2	3	7	105	87	29	180	187	34.31
Zambales	66	26.40		1	1		47	53	12	65	65	26.00
Zamboanga	17	4.90	99	59	53	31	6	24	32	12	43	12.39
Total	5,794	25.64	422	407	132	571	5,747	3,160	993	4,523	5,094	22.54
Central Luzon Agricultural School												
Philippine Nautical School												
Philippine Normal School										1	1	5.88
Philippine School of Arts and Trades												
Grand total	5,794	25.62	422	407	132	571	5,747	3,160	993	4,524	5,095	22.53

No. X.—*Educational Qualifications of Filipino Elementary Teachers*—Continued

Division	Years of School Completed											
	Collegiate Level								Total Number of Those Who Have Completed Not More Than Three Years Above Secondary Level	Percentage of Those Who Have Completed Not More Than Three Years Above Secondary Level	Total College Graduates	Percentage of College Graduates
	Normal Schools or Colleges of Education				All Other Colleges							
	First Year	Second Year	Third Year	Fourth Year	First Year	Second Year	Third Year	Fourth Year				
Abra												
Agusan												
Albay	8	1							9	1.58		
Antique	4								4	1.33		
Bataan					1				1	0.76		
Batanes												
Batangas	4							4	4	0.70	4	0.70
Bohol	1			1					1	0.12	1	0.12
Bukidnon		1							1	0.93		
Bulacan	14	2		1	1			1	17	2.66	2	0.31
Cagayan	4	1			2				7	1.36		
Camarines Norte	1								1	0.84		
Camarines Sur	1								1	0.28		
Capiz	11		1						12	2.01		
Cavite	1	2							3	0.82		
Cebu				23							23	1.73
Cotabato								1			1	0.48
Davao								1			1	0.55
Ilocos Norte	19	14	1					1	34	6.43	1	0.19
Ilocos Sur	10			1				1	10	1.76	2	0.35
Iloilo	14				1	2	1	4	18	1.79	4	0.40
Isabela	2	5			2	4			13	3.85		
Laguna	2							1	2	0.31	1	0.15
Lanao					1				1	0.76		
Leyte	2		1		2	3			8	0.67		

Manila	369	27	27	6	5	3		11	431	36.94	17	1.46
Marinduque	6								6	4.08		
Masbate												
Mindoro	6							1	6	2.78	1	0.46
Misamis	2				2				4	0.73		
Mountain												
Nueva Ecija	4	4		16	8	3	1	2	20	3.25	18	2.92
Nueva Vizcaya	5				1	1		2	7	5.98	2	1.17
Occidental Negros	4				1				5	0.64		
Oriental Negros	1				1				2	0.43		
Palawan					1			1	1	0.54	1	0.54
Pampanga	1	1				1			3	0.53		
Pangasinan	32	3				2	3		40	3.67		
Rizal	26			1					26	4.99	1	0.19
Romblon	4				2				6	3.14		
Samar		1						1	1	0.17	1	0.17
Sorsogon	3	2			2	1		1	8	2.19	1	0.27
Sulu	1								1	0.39		
Surigao	6					1			7	2.57		
Tarlac	4								4	0.82		
Tayabas	10				1	2			13	1.77		
Union	7				3	1			11	2.02		
Zambales	4	1							5	2.00		
Zamboanga	1			13					1	0.29	13	3.49
Total	594	65	30	62	37	24	5	33	755	3.34	95	0.42
Central Luzon Agricultural School												
Philippine Nautical School												
Philippine Normal School	13	2						1	15	88.24	1	5.88
Philippine School of Arts and Trades												
Grand total	607	67	30	62	37	24	5	34	770	3.40	96	0.42

No. XI.—*Educational Qualifications of Filipino Secondary Teachers*

A table showing, by divisions and for the Islands, the years of school completed by all Filipino secondary teachers employed on August 1, 1925.

Division	Years of School Completed																							
	Below Secondary Level		Secondary Level										Collegiate Level											
			Normal Schools				All Other Secondary Schools						Normal Schools or Colleges of Education				All Other Colleges							
	Seventh Grade or Less	Percentage Below Secondary Level	First Year	Second Year	Third Year	Fourth Year	First Year	Second Year	Third Year	Fourth Year	Total Secondary Graduates	Percentage of Secondary Graduates	First Year	Second Year	Third Year	Fourth Year	First Year	Second Year	Third Year	Fourth Year	Total Number of Those Who Have Completed Not More Than Three Years Above Secondary Level	Percentage of Those Who Have Completed Not More Than Three Years Above Secondary Level	Total College Graduates	Percentage of College Graduates
Abra						2	1				2	40.00						1		1	1	20.00	1	20.00
Agusan										1	1	100.00												
Albay										1	1	5.00	4	2	4	3		3		3	13	65.00	6	30.00
Antique													1		1					11	2	15.38	11	84.66
Bataan						1				1	2	28.57			2			1		2	3	42.86	2	28.57
Batanes							1	3	1				2	1							3	37.50		
Batangas										1	1	5.00						1		18	1	5.00	18	90.00
Bohol									2					1		6				10	1	5.26	16	84.21
Bukidnon																				4			4	100.00
Bulacan	1	5.26					1	1		1	1	5.26	2		7	2				4	9	47.37	6	31.58
Cagayan							1			3	3	20.00	4	1		1		2		3	7	46.67	4	26.67
Camarines Norte															1			1		3	2	40.00	3	60.00
Camarines Sur							1		1	1	1	5.00	5		2	1		6		3	13	65.00	4	20.00
Capiz								1					2	1	3	2	1			7	7	41.18	9	52.94
Cavite						1				4	5	29.41		7		3		1		1	8	47.06	4	23.53
Cebu							1	1		3	3	5.88				39				7			46	90.20
Cotabato							1							1			1			2	2	40.00	2	40.00
Davao															1	1				1	1	40.00	2	60.00
Ilocos Norte								1					6	2	1	9				11	9	30.00	20	66.67
Ilocos Sur						2		1		3	5	11.63	12	3		10				12	15	34.88	22	51.16

Iloilo	2	4.55	----	----	----	3	----	----	1	1	4	6.82	7	2	----	8	1	----	1	18	11	25.00	26	59.09
Isabela	----	----	----	----	----	----	----	----	----	1	1	5.88	2	1	----	----	2	2	1	8	8	47.06	8	47.06
Laguna	----	----	----	----	----	3	----	----	1	1	4	26.67	----	----	----	----	----	1	----	9	1	6.67	9	60.00
Lanao	----	----	----	----	----	----	----	----	----	1	1	33.33	----	----	----	----	----	2	----	----	2	66.67	----	----
Leyte	3	12.00	----	1	----	1	----	----	----	3	4	16.00	3	3	6	5	----	----	----	----	12	48.00	5	20.00
Manila	----	----	----	----	----	----	1	----	----	7	7	7.07	5	2	42	29	----	1	----	12	50	50.51	41	41.41
Marinduque	----	----	----	----	1	----	----	----	----	----	----	----	----	----	----	----	----	----	----	5	----	----	5	83.33
Masbate	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	4	----	----	1	1	1	16.67	5	83.33
Mindoro	----	----	----	----	----	----	----	----	----	----	----	----	2	----	----	3	----	----	1	2	3	25.00	5	62.50
Misamis	----	----	----	----	----	----	----	----	----	----	----	----	1	----	----	----	1	----	----	2	2	50.00	2	50.00
Mountain	----	----	----	----	----	----	----	1	----	12	12	80.00	----	----	----	----	----	----	----	2	----	----	2	13.33
Nueva Ecija	1	8.33	----	----	----	----	----	----	----	----	----	----	----	1	----	7	----	----	----	3	1	8.33	10	83.33
Nueva Vizcaya	----	----	----	----	----	----	----	----	----	----	----	----	1	----	1	3	----	3	----	----	5	62.50	3	37.50
Occidental Negros	----	----	----	----	----	----	1	----	----	3	3	21.43	----	1	----	1	----	1	----	7	2	14.29	8	57.14
Oriental Negros	----	----	----	----	----	----	----	----	----	3	3	27.27	----	----	----	2	----	3	1	2	4	36.36	4	36.36
Palawan	----	----	----	----	----	----	----	----	----	----	----	----	----		----	1	----	----	1	2	1	25.00	3	75.00
Pampanga	----	----	----	----	----	----	----	1	4	9	9	25.00	6	3	4	2	----	----	----	7	13	36.11	9	25.00
Pangasinan	1	1.06	----	----	1	----	1	1	1	----	----	----	41	----	9	11	----	----	6	22	56	59.57	33	35.11
Rizal	----	----	----	----	----	----	----	----	----	1	1	7.14	3	----	----	7	----	----	1	2	4	28.57	9	64.29
Romblon	----	----	----	----	----	----	1	----	----	----	----	----	----	----	----	3	----	2	----	2	2	25.00	5	62.50
Samar	----	----	----	----	----	----	2	1	1	5	5	29.41	----	----	----	----	----	----	----	8	----	----	8	47.06
Sorsogon	----	----	----	----	----	----	----	----	----	----	----	----	4	----	----	3	----	----	----	6	4	30.77	9	69.23
Sulu	----	----	----	----	----	----	----	----	----	2	2	66.67	----	----	----	----	1	----	----	----	1	33.33	----	----
Surigao	----	----	----	----	----	----	----	----	----	----	----	----	1	----	----	----	1	1	----	2	3	60.00	2	40.00
Tarlac	1	5.56	----	----	----	----	----	----	----	1	1	5.56	7	----	1	5	----	----	----	3	8	44.44	8	44.44
Tayabas	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	2	5	5	7	58.33	5	41.67
Union	----	----	----	----	----	----	----	----	----	----	----	----	6	3	1	2	1	4	----	5	15	68.18	7	31.82
Zambales	----	----	----	----	----	----	----	----	----	----	----	----	5	----	----	2	----	----	----	5	5	41.67	7	58.33
Zamboanga	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	3	----	----	----	----	----	----	3	100.00
Total	9	1.03	----	1	2	13	13	12	12	69	82	9.43	132	35	86	178	9	38	18	243	318	36.09	421	48.85
Central Luzon Agricultural School	1	4.76	----	----	----	----	1	1	1	4	4	19.05	----	----	----	1	----	1	----	11	1	4.76	12	57.14
Philippine Nautical School[a]	1	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----
Philippine Normal School	----	----	----	----	----	----	----	----	----	----	----	----	9	2	3	6	----	----	----	6	14	53.85	12	46.15
Philippine School of Arts and Trades	9	36.00	----	----	----	----	1	3	2	5	5	20.00	3	----	----	----	----	----	----	2	3	12.00	2	8.00
Grand total	20	2.12	----	1	2	13	15	16	15	78	91	9.65	144	37	89	185	9	39	18	262	336	35.63	447	47.40

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[a] Master mariner.

No. XII.—*Educational Qualifications of Filipino Supervisors, Supervising Teachers, and Central-School Principals*

A table showing, by divisions and for the Islands, the years of school completed by all Filipino supervisors, supervising teachers, and central-school principals employed in August 1, 1925.

Division	Years of School Completed																							
	Below Secondary Level		Secondary Level										Collegiate Level											
			Normal Schools				All Other Secondary Schools						Normal Schools or Colleges of Education				All Other Colleges							
	Seventh Grade or Less	Percentage Below Secondary Level	First Year	Second Year	Third Year	Fourth Year	First Year	Second Year	Third Year	Fourth Year	Total Secondary Graduates	Percentage of Secondary Graduates	First Year	Second Year	Third Year	Fourth Year	First Year	Second Year	Third Year	Fourth Year	Total Number of Those Who Have Completed Not More Than Three Years Above Secondary Level	Percentage of Those Who Have Completed Not More Than Three Years Above Secondary Level	Total College Graduates	Percentage of College Graduates
Abra	2	7.14	2	2	----	5	2	5	1	7	12	42.86	----	2	----	----	----	----	----	----	2	7.14	----	----
Agusan	1	7.69	----	1	----	1	3	1	2	2	3	23.08	----	----	----	1	----	1	----	----	1	7.69	1	7.69
Albay	4	23.53	----	----	----	----	2	1	1	2	2	11.76	5	----	----	----	----	----	----	2	5	29.41	2	11.76
Antique	----	----	----	1	----	6	4	3	3	1	7	28.00	6	----	----	----	----	----	----	1	6	24.00	1	4.00
Bataan	3	16.67	----	----	1	4	2	----	1	5	9	50.00	----	----	----	----	1	----	----	1	1	5.56	1	5.56
Batanes	----	----	----	----	----	----	----	----	----	----	----	----	2	----	----	----	----	----	----	2	2	50.00	2	50.00
Batangas	10	25.00	----	----	----	----	6	5	----	9	9	22.50	7	----	----	----	----	----	----	3	7	17.50	3	7.50
Bohol	8	15.09	----	----	----	----	11	3	4	16	16	30.19	----	1	1	9	----	----	----	----	2	3.77	9	16.98
Bukidnon	1	16.67	----	----	----	----	1	1	----	2	2	33.34	----	----	----	----	----	----	----	1	----	----	1	16.67
Bulacan	11	28.95	----	----	----	----	6	2	----	5	5	13.16	13	----	----	----	1	----	----	----	14	36.84	----	----
Cagayan	4	10.00	----	----	----	----	2	2	2	20	20	50.00	4	3	----	----	----	2	1	----	10	25.00	----	----
Camarines Norte	2	14.29	----	----	----	----	1	----	1	4	4	28.58	3	2	1	----	----	----	----	----	6	42.86	----	----
Camarines Sur	13	27.66	1	1	----	----	9	4	----	12	12	25.53	3	2	----	1	----	1	----	----	6	12.77	1	2.13
Capiz	6	10.53	----	----	----	1	6	10	5	17	18	31.58	11	----	----	1	----	----	----	----	11	19.30	1	1.75
Cavite	8	27.59	----	----	----	9	3	4	2	2	11	37.93	----	1	----	----	----	----	----	----	1	3.45	----	----
Cebu	14	15.22	----	----	----	9	11	7	4	32	41	44.67	----	----	----	15	----	----	----	----	----	----	15	16.30
Cotabato	----	----	2	1	1	3	----	7	1	9	12	48.00	----	----	----	----	----	----	----	1	----	----	1	4.00
Davao	6	17.65	----	----	----	----	11	5	2	8	8	23.53	1	----	----	----	----	----	----	1	1	2.94	1	2.94
Ilocos Norte	4	12.50	----	----	----	----	4	1	3	5	5	15.63	11	3	----	----	----	----	----	1	14	43.75	1	3.13
Ilocos Sur	3	5.88	----	----	----	9	5	4	1	20	29	56.86	7	----	----	----	1	1	----	----	9	17.65	----	----

Iloilo	9	11.54	----	----	----	3	7	5	3	28	31	39.74	16	----	----	----	2	----	----	5	18	23.08	5	6.41
Isabela	----	------	----	----	----	----	----	----	1	1	1	33.33	1	----	----	----	----	----	----	----	1	33.33	------	------
Laguna	8	20.51	----	----	----	9	4	2	----	13	22	33.33	1	----	----	----	----	----	----	2	1	2.56	2	5.13
Lanao	1	7.69	----	----	----	----	4	6	1	1	1	7.69	----	----	----	----	----	----	----	----	--------	--------	------	------
Leyte	5	7.25	2	----	2	10	8	8	4	21	31	44.93	1	6	1	1	----	----	----	----	8	11.59	1	1.45
Manila	----	------	2	1	----	----	7	3	3	6	6	10.17	25	3	3	4	----	2	----	----	33	55.93	4	6.78
Marinduque	1	9.09	----	----	----	----	2	----	----	5	5	45.45	2	----	----	----	1	----	----	----	3	27.27	------	------
Masbate	3	20.00	----	----	----	----	2	1	----	2	2	13.33	2	3	1	1	----	----	----	----	6	40.00	1	6.67
Mindoro	3	11.11	1	----	----	----	4	1	2	5	5	18.52	8	1	----	2	----	----	----	----	9	33.33	2	7.41
Misamis	5	16.67	----	----	----	1	3	3	2	8	9	30.00	7	----	----	----	----	1	----	----	8	26.67	------	------
Mountain	9	20.93	----	----	1	2	9	6	4	12	14	32.56	----	----	----	----	----	----	----	----	--------	--------	------	------
Nueva Ecija	13	24.07	1	----	----	----	2	4	3	10	10	18.52	----	----	----	16	----	----	----	5	--------	--------	21	38.89
Nueva Vizcaya	1	11.11	----	----	----	----	----	1	----	1	1	11.11	3	----	----	----	1	----	----	2	4	44.44	2	22.22
Occidental Negros	12	27.91	----	----	----	7	7	1	1	10	17	39.53	----	----	----	2	----	----	----	3	--------	--------	5	11.63
Oriental Negros	3	7.69	----	----	----	----	4	1	----	19	19	48.72	4	4	----	----	1	1	----	2	10	25.64	2	5.13
Palawan	3	14.29	----	1	----	3	5	3	----	5	8	38.10	----	----	----	----	----	----	----	1	--------	--------	1	4.76
Pampanga	----	------	----	----	----	----	2	5	3	6	6	16.67	17	1	---	1	----	----	----	1	18	50.00	2	5.56
Pangasinan	1	1.33	3	2	----	8	6	3	----	20	28	37.33	24	6	----	----	----	----	1	1	31	41.33	1	1.33
Rizal	3	10.71	1	----	----	----	1	2	----	1	1	3.57	17	1	----	----	----	----	----	2	18	64.29	2	7.14
Romblon	1	12.50	----	----	----	----	2	1	----	2	2	25.00	2	----	----	----	----	----	----	----	2	25.00	------	------
Samar	14	24.14	----	----	----	----	10	4	1	15	15	25.86	3	4	1	4	----	----	----	2	8	13.79	6	10.34
Sorsogon	4	15.38	3	1	1	----	1	2	1	4	4	15.38	5	1	----	----	----	----	----	3	6	23.08	3	11.54
Sulu	3	33.33	1	----	----	----	1	1	1	2	2	22.22	----	----	----	----	----	----	----	----	--------	--------	------	------
Surigao	7	18.95	----	1	1	1	7	3	----	12	13	35.14	5	----	----	----	----	----	----	----	5	13.51	------	------
Tarlac	3	10.00	----	----	1	----	4	3	1	8	8	26.67	10	----	----	----	----	----	----	----	10	33.33	------	------
Tayabas	11	23.91	----	----	2	7	5	3	----	11	18	39.13	2	3	----	----	1	----	1	----	7	15.22	------	------
Union	5	14.71	----	----	----	1	2	3	2	10	11	32.35	5	5	----	----	----	----	----	1	10	29.41	1	2.94
Zambales	4	14.29	----	1	1	----	1	2	----	6	6	21.43	10	2	----	1	----	----	----	----	12	42.86	1	3.57
Zamboanga	1	10.00	1	2	3	3	----	----	----	----	3	30.00	----	----	----	----	----	----	----	----	--------	--------	------	------
Total	233	14.20	20	15	14	102	199	142	66	422	524	31.93	243	54	8	59	9	9	3	43	326	19.87	102	6.22
Central Luzon Agricultural School	----	------	----	----	----	----	----	----	----	----	----	------	----	----	----	----	----	----	----	----	--------	--------	------	------
Philippine Nautical School	----	------	----	----	----	----	----	----	----	----	----	------	----	----	----	----	----	----	----	----	--------	--------	------	------
Philippine Normal School	----	------	----	----	1	----	----	----	----	----	----	------	----	----	----	----	----	----	----	----	--------	--------	------	------
Philippine School of Arts and Trades	----	------	----	----	----	----	----	----	----	----	----	------	----	----	----	----	----	----	----	----	--------	--------	------	------
General Office	12	48.00	----	----	----	----	2	----	----	3	3	12.00	----	----	1	4	----	----	----	3	1	4.00	7	28.00
Grand total	245	14.70	20	15	15	102	201	142	66	425	527	31.61	243	54	9	63	9	9	3	46	327	19.62	109	6.54

No. XIII.—*Teaching Experience of Filipino Classroom Teachers*

A table showing, by divisions and for the Islands, the teaching experience of all Filipino classroom teachers employed on August 1, 1925

Division	Median in Years	Elementary								
		Less than 1 Year	1 Year	2 Years	3 Years	4 Years	5 Years	6 to 10 Years	11 to 15 Years	Over 15 Years
Abra	5.08	23	13	19	21	13	14	53	20	5
Agusan	2.30	54	34	39	10	14	23	23	3	----------
Albay	4.95	80	73	43	38	52	90	136	46	13
Antique	4.74	25	26	27	38	52	38	75	20	14
Bataan	4.90	7	17	18	14	15	19	39	12	2
Batanes	2.71	9	12	7	4	3	2	14	2	----------
Batangas	4.90	55	45	67	35	103	73	135	61	21
Bohol	3.12	63	245	132	98	73	54	163	66	6
Bukidnon	3.60	14	12	23	10	8	6	30	7	----------
Bulacan	4.76	72	77	54	74	66	78	162	52	27
Cagayan	4.14	86	56	63	63	38	55	130	47	
Camarines Norte	2.38	28	30	15	8	13	10	20	3	1
Camarines Sur	4.61	35	66	45	25	45	32	89	41	13
Capiz	3.24	116	90	93	79	44	45	124	27	23
Cavite	4.80	24	36	54	40	47	44	95	26	18
Cebu	4.46	191	158	166	99	177	139	314	115	39
Cotabato	4.25	37	35	14	14	42	24	46	8	2
Davao	4.00	41	32	18	11	27	23	42	8	3
Ilocos Norte	4.24	90	74	41	61	51	51	117	43	20
Ilocos Sur	4.81	56	42	61	92	63	67	162	48	16
Iloilo	3.67	173	169	124	95	108	84	216	64	25
Isabela	3.47	63	45	45	28	29	19	77	19	5
Laguna	2.68	155	123	94	40	54	45	122	34	13
Lanao	4.83	17	11	19	15	9	13	48	7	1
Leyte	2.96	246	201	132	99	81	83	273	59	12

Manila	4.36	138	127	140	126	125	89	294	75	53
Marinduque	4.55	24	13	16	14	17	11	45	8	5
Masbate	2.93	49	9	22	16	18	11	24	8	2
Mindoro	3.13	31	42	31	30	20	15	51	13	1
Misamis	2.53	155	88	72	52	44	47	76	20	9
Mountain	3.56	59	66	43	32	38	44	65	14	8
Nueva Ecija	4.44	69	90	62	66	73	62	160	48	13
Nueva Vizcaya	3.63	14	20	23	23	8	11	14	5	----
Occidental Negros	3.90	115	124	85	84	102	65	155	46	29
Oriental Negros	3.32	82	83	70	49	47	42	90	21	11
Palawan	3.54	31	36	20	23	16	9	51	11	2
Pampanga	5.33	32	53	51	61	63	68	157	55	27
Pangasinan	3.45	164	165	162	164	76	73	188	92	60
Rizal	4.49	46	51	87	51	67	53	126	38	17
Romblon	3.81	37	25	14	24	8	16	52	12	6
Samar	3.42	95	105	61	70	50	39	120	27	5
Sorsogon	4.38	60	41	50	20	51	31	90	33	6
Sulu	4.14	38	44	26	14	42	21	62	7	3
Surigao	2.76	81	39	33	34	26	13	45	15	3
Tarlac	4.91	64	60	45	28	60	45	145	40	17
Tayabas	3.31	148	128	84	68	54	65	147	59	10
Union	3.84	91	83	59	55	39	36	140	48	14
Zambales	4.25	37	40	28	17	25	24	65	27	4
Zamboanga	3.51	34	40	65	71	60	44	23	11	2
Total	3.95	3,454	3,294	2,812	2,303	2,356	2,066	5,090	1,571	592
Central Luzon Agricultural School	1.61	----	----	----	----	----	----	----	----	----
Philippine Nautical School	3.00	----	----	----	1	----	----	----	----	----
Philippine Normal School	6.40	----	----	----	3	2	1	9	1	----
Philippine School of Arts and Trades	6.31	----	----	----	----	----	----	----	----	----
Grand total	3.95	3,454	3,294	2,812	2,307	2,358	2,067	5,099	1,572	592

No. XIII.—*Teaching Experience of Filipino Classroom Teachers*—Continued

Division	Secondary									Total								
	Less than 1 Year	1 Year	2 Years	3 Years	4 Years	5 Years	6 to 10 Years	11 to 15 Years	Over 15 Years	Less than 1 Year	1 Year	2 Years	3 Years	4 Years	5 Years	6 to 10 Years	11 to 15 Years	Over 15 Years
Abra	1		1	1	1	2	3		2	54	13	20	22	14	16	56	20	7
Agusan	1		1							55	34	40	10	14	23	23	3	
Albay	2	5	1	2	4	4	4	1		82	78	44	40	56	94	140	47	13
Antique	1	6	2	1		1	2	1		26	32	29	39	52	39	77	21	14
Bataan	1	3	2				1	1		8	20	20	14	15	19	40	13	2
Batanes	1									10	12	7	4	3	2	14	2	
Batangas	4	2	2	3	2	3	4			59	47	69	38	105	77	139	61	21
Bohol	2	3	2	1		3	2	2	2	65	248	134	99	73	57	165	68	8
Bukidnon			1					1		14	12	24	10	8	6	30	8	
Bulacan	3	8		2	1		3	2	1	75	85	54	76	67	78	165	54	28
Cagayan	2	2	1			1	3	4		88	58	64	63	38	56	133	51	6
Camarines Norte	3		1		1		1			31	30	16	8	14	10	21	3	1
Camarines Sur	1	2	1	1	2	3	3	2	3	36	68	46	26	47	35	92	43	16
Capiz	4		7	1	2		1	1	1	120	90	100	80	46	45	125	28	24
Cavite	1	1	6	3	5					25	37	60	43	52	44	95	26	18
Cebu	6	9	7	7	2	5	9	4	2	197	167	173	106	179	144	323	119	41
Cotabato	1	2					1	1		38	37	14	14	42	24	47	9	2
Davao	1	1					1			42	33	18	11	27	23	43	8	3
Ilocos Norte	2	3	2	3	4	3	9	1	3	92	77	43	64	55	54	126	44	23
Ilocos Sur	5	9	2	1	2	2	12	4	2	61	51	63	93	65	69	174	52	18
Iloilo	4	10	5	4	1	8	9	1	2	177	179	129	99	109	92	225	65	27
Isabela	1	2	3	3	1	1	6			64	47	48	31	30	20	83	19	5
Laguna	2	2	2	3	2	2	1	1		157	125	96	43	56	47	123	35	13
Lanao						1				17	11	19	15	9	14	48	7	1
Leyte	4	3	3	2	1	2	10	1		250	204	185	101	82	85	283	60	12
Manila	14	15	19	4	14	7	20	3	3	152	142	159	130	139	96	314	78	56
Marinduque	1		1		2	1	1			25	13	17	14	19	12	46	8	5
Masbate	1	2	1				1		1	50	11	23	16	18	11	25	8	3
Mindoro	1		1		2		4			32	42	32	30	22	15	55	13	1
Misamis	2		1					1		157	88	73	52	44	47	76	21	9

Mountain	1	1	2	1	-----	3	2	2	-----	60	67	45	33	38	47	67	16	8
Nueva Ecija	6	1	3	2	4	1	4	-----	1	75	91	65	68	77	63	164	48	14
Nueva Vizcaya	2	3	1	1	-----	1	-----	-----	-----	16	23	24	24	8	12	14	5	-----
Occidental Negros	4	2	2	2	-----	-----	1	-----	2	119	126	87	86	102	65	156	46	31
Oriental Negros	2	1	-----	-----	3	-----	5	1	-----	84	84	70	49	50	42	95	22	11
Palawan	1	-----	1	1	-----	1	1	-----	-----	32	36	21	24	16	10	52	11	2
Pampanga	6	5	3	2	1	3	9	2	3	38	58	54	63	64	71	166	57	30
Pangasinan	24	17	7	9	12	6	9	1	4	188	182	169	173	88	79	197	93	64
Rizal	-----	2	3	2	1	2	1	1	2	46	53	90	53	68	55	127	39	19
Romblon	2	3	-----	-----	-----	-----	2	-----	-----	39	28	14	24	8	16	54	12	6
Samar	-----	1	-----	3	-----	1	4	3	2	95	106	61	73	50	40	124	30	7
Sorsogon	3	3	-----	1	1	1	4	-----	-----	63	44	50	21	52	32	94	33	6
Sulu	-----	-----	-----	2	1	-----	-----	-----	-----	38	44	26	16	43	21	62	7	3
Surigao	1	1	-----	-----	1	1	-----	1	-----	82	40	33	34	27	14	45	16	3
Tarlac	3	4	1	1	1	-----	6	2	1	67	64	46	29	61	45	151	42	18
Tayabas	-----	1	5	1	1	3	1	-----	-----	148	129	89	69	55	68	148	59	10
Union	5	5	2	4	-----	1	7	-----	-----	96	88	61	59	39	37	147	48	14
Zambales	4	2	-----	1	-----	-----	4	1	-----	41	42	28	18	25	24	69	28	4
Zamboanga	-----	-----	-----	-----	-----	1	1	-----	1	34	40	65	71	60	45	24	11	3
Total	136	142	105	75	75	74	172	46	38	3,590	3,436	2,917	2,378	2,431	2,140	5,262	1,617	630
Central Luzon Agricultural School	2	14	-----	3	-----	-----	-----	2	-----	2	14	-----	3	-----	-----	-----	2	-----
Philippine Nautical School	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	1	-----	-----	-----	-----	-----
Philippine Normal School	1	2	4	2	2	-----	10	4	2	1	2	4	5	4	1	19	5	2
Philippine School of Arts and Trades	-----	1	2	-----	4	3	8	4	3	-----	1	2	-----	4	3	8	4	3
Grand total	139	159	111	80	81	77	190	56	43	3,593	3,453	2,923	2,387	2,439	2,144	5,289	1,628	635

No. XIV.—*Monthly Salaries of Filipino Teachers*

A table showing, by divisions and for the Islands, the lowest, average, and highest monthly salaries of Filipino municipal, provincial, and Insular teachers under different assignments, based on data for August 1, 1925.

Division	Municipal								
	Classroom Teachers						Principals		
	Elementary			Secondary			Elementary		
	Lowest	Average	Highest	Lowest	Average	Highest	Lowest	Average	Highest
Abra	₱32.00	₱39.29	₱60.00	₱100.00	₱100.00	₱100.00	₱38.00	₱45.78	₱60.00
Agusan	37.00	43.30	59.00	58.00	58.00	58.00	40.00	46.40	65.00
Albay	38.00	47.97	80.00	---	---	---	55.00	69.38	85.00
Antique	31.00	45.33	80.00	---	---	---	50.00	61.00	70.00
Bataan	32.00	49.00	80.00	---	---	---	54.00	68.00	80.00
Batanes	33.00	36.85	52.00	---	---	---	42.00	53.40	80.00
Batangas	40.00	51.00	105.00	---	---	---	60.00	77.00	120.00
Bohol	33.00	38.00	60.00	---	---	---	34.00	48.00	65.00
Bukidnon	35.00	55.56	105.00	100.00	100.00	100.00	60.00	72.50	90.00
Bulacan	32.00	42.33	105.00	---	---	---	60.00	75.00	85.00
Cagayan	30.00	48.41	85.00	---	---	---	49.00	55.86	70.00
Camarines Norte	42.00	53.68	75.00	---	---	---	65.00	77.11	100.00
Camarines Sur	35.00	48.00	75.00	60.00	60.00	60.00	44.00	56.00	66.00
Capiz	20.00	42.07	100.00	---	---	---	36.00	65.62	100.00
Cavite	32.00	53.21	120.00	---	---	---	71.50	81.20	100.00
Cebu	33.00	50.51	100.00	---	---	---	58.00	76.00	155.00
Cotabato	30.00	50.49	100.00	---	---	---	52.50	62.50	80.00
Davao	37.50	52.01	100.00	---	---	---	40.00	59.73	85.00
Ilocos Norte	30.00	38.00	125.00	---	---	---	45.00	59.00	70.00
Ilocos Sur	35.00	46.00	80.00	65.00	91.00	120.00	45.00	58.00	70.00
Iloilo	40.00	52.50	100.00	---	---	---	56.00	73.95	95.00
Isabela	36.00	42.00	70.00	---	---	---	40.00	65.00	85.00
Laguna	35.00	45.15	81.00	---	---	---	45.00	66.71	85.00
Lanao	25.00	30.24	78.00	90.00	106.67	130.00	65.00	71.14	100.00
Leyte	33.00	49.00	65.00	---	---	---	45.00	58.50	72.00
Manila	60.00	80.69	135.00	60.00	101.10	130.00	110.00	135.85	233.33
Marinduque	32.00	44.52	60.00	---	---	---	46.00	54.50	63.00
Masbate	33.00	52.50	72.00	---	---	---	62.00	74.50	87.00

Mindoro	35.00	43.00	80.00				40.00	52.00	60.00
Misamis	33.00	40.48	75.00				47.00	56.00	67.00
Mountain	40.00	50.00	115.00	90.00	118.33	140.00	90.00	118.33	140.00
Nueva Ecija	39.00	57.00	86.00				60.00	75.00	95.00
Nueva Vizcaya	36.00	58.00	80.00				36.00	58.00	80.00
Occidental Negros	40.00	49.84	90.00				68.00	72.50	80.00
Oriental Negros	35.00	43.07	70.00				60.00	63.56	80.00
Palawan	40.00	51.76	80.00				41.00	52.25	70.00
Pampanga	40.00	54.43	80.50				60.00	73.11	85.00
Pangasinan	35.00	50.04	100.00	60.00	96.00	100.00	55.00	76.02	100.00
Rizal	40.00	48.56	120.00				60.00	72.53	85.00
Romblon	33.50	42.33	80.00				38.00	58.11	73.00
Samar	24.00	57.00	90.00				45.00	63.00	80.00
Sorsogon	35.00	47.00	100.00				60.00	86.00	110.00
Sulu	25.00	52.17	90.00	85.00	100.00	125.00	80.00	85.00	90.00
Surigao	35.00	41.84	80.00				41.00	56.67	76.50
Tarlac	33.00	41.83	80.00				55.00	66.22	82.00
Tayabas	40.00	70.00	100.00				55.00	72.50	90.00
Union	35.00	43.22	80.00				35.00	46.53	75.00
Zambales	30.00	37.17	65.00				45.00	54.75	72.50
Zamboanga	30.00	44.00	95.00				60.00	75.00	110.00
Total	20.00	49.75	135.00	58.00	99.51	140.00	34.00	65.18	233.33
Central Luzon Agricultural School									
Philippine Nautical School									
Philippine Normal School									
Philippine School of Arts and Trades									
General Office									
Grand total	20.00	49.75	135.00	58.00	99.51	140.00	34.00	65.18	233.33

No. XIV.—*Monthly Salaries of Filipino Teachers*—Continued

Division	Provincial											
	Classroom Teachers						Principals			Supervising Teachers		
	Elementary			Secondary			Elementary					
	Lowest	Average	Highest	Lowest	Average	Highest	Lowest	Average	Highest	Lowest	Average	Highest
Abra	₱40.00	₱53.75	₱70.00	₱70.00	₱75.00	₱80.00						
Agusan	55.00	55.00	55.00	70.00	70.00	70.00	₱70.00	₱87.50	₱105.00	₱70.00	₱83.75	₱95.00
Albay	55.00	62.50	75.00	60.00	97.77	120.00						
Antique	45.00	50.50	56.00	95.00	95.00	110.00						
Bataan				90.00	97.00	100.00						
Batanes				100.00	100.00	100.00						
Batangas	60.00	70.00	80.00	80.00	98.00	130.00						
Bohol	42.00	49.33	65.00	100.00	100.00	100.00						
Bukidnon							150.00	150.00	150.00	100.00	117.00	125.00
Bulacan				60.00	94.00	120.00						
Cagayan				70.00	100.00	130.00						
Camarines Norte				100.00	100.00	100.00						
Camarines Sur	75.00	75.00	75.00	90.00	93.00	100.00						
Capiz	35.00	45.50	60.00	80.00	95.00	100.00						
Cavite	55.00	55.00	55.00	80.00	81.20	100.00						
Cebu				60.00	101.00	130.00						
Cotabato	80.00	82.50	90.00	80.00	115.00	150.00	80.00	83.33	100.00	90.00	105.56	150.00
Davao	80.00	80.00	80.00	130.00	130.00	130.00	110.00	110.00	110.00	80.00	111.27	138.00
Ilocos Norte	45.00	62.86	165.00	80.00	100.00	110.00						
Ilocos Sur	60.00	77.77	100.00	70.00	83.63	120.00						
Iloilo	50.00	64.25	80.00	80.00	100.30	125.00						
Isabela	60.00	66.00	70.00	65.00	70.00	75.00						
Laguna				50.00	55.00	60.00						
Lanao	60.00	75.00	90.00							85.00	95.00	135.00
Leyte	65.00	65.00	65.00	60.00	113.33	166.67						
Manila												
Marinduque	63.00	63.00	63.00	120.00	120.00	120.00	56.00	63,00	70.00			
Masbate				80.00	87.50	95.00						
Mindoro	40,00	42.00	45.00	70.00	90.00	100.00	45.00	50.00	55.55			
Misamis	60.00	61.60	68.00	120.00	120.00	120.00						

Mountain	50.00	71.00	110.00	55.00	105.00	145.00	80.00	80.00	80.00	80.00	90.00	100.00
Nueva Ecija				80.00	96.00	100.00						
Nueva Vizcaya	36.00	40.50	45.00	70.00	90.00	110.00	50.00	57.50	65.00			
Occidental Negros	50.00	69.33	140.00	50.00	93.50	140.00	105.00	105.00	105.00			
Oriental Negros	70.00	70.00	70.00	60.00	60.00	60.00						
Palawan	25.00	50.00	75.00				35.00	45.00	55.00			
Pampanga	70.00	70.00	70.00	60.00	86.00	115.00						
Pangasinan				80.00	99.26	125.00						
Rizal	50.00	50.00	50.00	85.00	97.86	100.00						
Romblon	50.00	60.83	80.00	80.00	85.00	90.00						
Samar												
Sorsogon	60.00	70.00	80.00	100.00	105.71	120.00						
Sulu	60.00	78.75	100.00							100.00	123.50	143.00
Surigao	65.00	73.33	80.00									
Tarlac	50.00	51.33	52.00	80.00	98.88	110.00						
Tayabas	70.00	85.00	100.00	100.00	100.00	100.00	90.00	90.00	90.00			
Union	50.00	50.00	50.00	70.00	88.75	100.00						
Zambales	40.00	40.00	40.00	70.00	86.25	100.00	65.00	65.00	65.00			
Zamboanga	75.00	83.00	85.00	50.00	85.00	150.00	65.00	97.00	150.00	70.00	110.00	200.00
Total	25.00	64.02	140.00	50.00	96.01	166.67	35.00	71.71	150.00	70.00	107.40	200.00
Central Luzon Agricultural School												
Philippine Nautical School												
Philippine Normal School												
Philippine School of Arts and Trades												
General Office												
Grand total	25.00	64.02	140.00	50.00	96.01	166.67	35.00	71.71	150.00	70.00	107.40	200.00

No. XIV.—*Monthly Salaries of Filipino Teachers*—Continued

Division	Insular														
	Classroom Teachers						Principals						Supervising Teachers		
	Elementary			Secondary			Elementary			Secondary					
	Lowest	Average	Highest	Lowest	Average	Highest	Lowest	Average	Highest	Lowest	Average	Highest	Lowest	Average	Highest
Abra	₱100.00	₱100.00	₱100.00	₱95.00	₱165.16	₱216.00	₱90.00	₱98.33	₱100.00	₱166.00	₱199.66	₱233.33	₱90.00	₱121.25	₱135.00
Agusan							183.00	183.00	183.00	183.00	183.00	183.00	105.00	105.00	105.00
Albay	95.00	98.33	100.00	85.00	110.50	150.00				233.33	233.33	233.33	90.00	113.33	135.00
Antique	80.00	87.50	100.00	100.00	149.09	183.33	90.00	95.45	130.00	250.00	250.00	250.00	100.00	145.00	150.00
Bataan				115.00	124.00	130.00	100.00	113.00	125.00	150.00	150.00	150.00	135.00	135.00	135.00
Batanes	100.00	100.00	100.00				80.00	80.00	80.00	166.66	166.66	166.66	130.00	137.50	145.00
Batangas	70.00	99.00	135.00	80.00	111.54	125.00	100.00	109.00	120.00	166.66	183.33	200.00	100.00	125.00	150.00
Bohol	65.00	71.00	115.00	85.00	118.20	166.66	80.00	89.66	120.00	120.00	120.00	120.00	75.00	115.00	150.00
Bukidnon										200.00	200.00	200.00			
Bulacan				100.00	120.00	166.66	80.00	105.00	145.00	120.00	120.00	120.00	110.00	130.00	166.66
Cagayan	60.00	86.00	100.00	100.00	124.16	166.66	60.00	92.50	120.00				100.00	121.25	135.00
Camarines Norte				110.00	130.55	166.66	100.00	100.00	100.00	166.66	166.66	166.66	130.00	136.66	145.00
Camarines Sur	80.00	101.25	125.00	100.00	126.52	166.75	100.00	104.00	120.00	333.33	333.33	333.33	100.00	122.50	135.00
Capiz	80.00	103.00	125.00	90.00	133.77	216.00	85.00	108.75	145.00	125.00	125.00	125.00	100.00	129.72	166.66
Cavite	90.00	100.00	110.00	95.00	125.00	150.00	80.00	101.00	130.00	145.00	145.00	145.00	110.00	142.50	200.00
Cebu	80.00	92.00	110.00	60.00	107.00	140.00	80.00	106.00	166.66				95.00	132.00	200.00
Cotabato													100.00	100.00	100.00
Davao				150.00	150.00	150.00				166.67	166.67	166.67			
Ilocos Norte	85.00	87.50	90.00	90.00	114.05	140.00	80.00	110.52	135.00	95.00	172.50	250.00	80.00	123.00	135.00
Ilocos Sur	90.00	111.00	130.00	100.00	127.12	166.67	100.00	122.50	145.00	135.00	150.55	166.67	100.00	133.33	135.00
Iloilo	100.00	100.00	100.00	90.00	122.42	183.33	100.00	103.75	130.00				110.00	131.58	200.00
Isabela	70.00	81.66	90.00	90.00	114.66	166.66	100.00	100.00	100.00	110.00	139.44	183.33	105.00	122.50	135.00
Laguna				80.00	117.31	140.00	90.00	101.11	110.00				110.00	132.50	150.00
Lanao															
Leyte	60.00	85.00	110.00	90.00	115.00	140.00	80.00	90.00	100.00				100.00	122.50	145.00
Manila	25.00	96.13	150.00	110.00	122.65	233.33	25.00	100.00	145.00						
Marinduque	125.00	125.00	125.00	150.00	150.00	150.00	90.00	90.00	90.00	166.66	166.66	166.66	100.00	112.50	130.00
Masbate				166.66	183.33	200.00				233.33	233.33	233.33	100.00	135.00	140.00
Mindoro	100.00	100.00	100.00	100.00	111.00	130.00	80.00	99.00	110.00	166.00	166.00	166.00	100.00	118.00	130.00
Misamis	65.00	86.25	100.00	80.00	105.00	120.00	70.00	86.88	100.00				85.00	113.50	145.00
Mountain	100.00	100.00	100.00	150.00	153.33	166.67							80.00	120.00	135.00
Nueva Ecija	100.00	105.00	110.00	100.00	118.00	135.00	120.00	120.00	120.00				120.00	140.00	200.00

Nueva Vizcaya	--------	--------	--------	--------	--------	--------	--------	--------	--------	125.00	125.00	125.00	95.00	115.00	135.00
Occidental Negros	80.00	95.63	110.00	100.00	146.95	200.00	80.00	92.81	120.00	--------	--------	--------	95.00	132.50	200.00
Oriental Negros	90.00	110.00	120.00	90.00	110.50	130.00	90.00	108.57	140.00	166.67	166.67	166.67	80.00	114.00	140.00
Palawan	80.00	100.00	120.00	100.00	138.33	183.34	75.00	95.00	130.00	216.67	216.67	216.67	110.00	120.00	130.00
Pampanga	100.00	100.00	100.00	100.00	120.00	150.00	90.00	98.92	110.00	130.00	165.00	200.00	100.00	130.00	150.00
Pangasinan	75.00	110.94	200.00	60.00	116.09	150.00	100.00	107.22	125.00	--------	--------	--------	130.00	137.08	166.67
Rizal	100.00	105.00	110.00	120.00	131.43	145.00	100.00	103.85	120.00	--------	--------	--------	100.00	128.64	145.00
Romblon	80.00	90.00	100.00	90.00	119.18	166.66	80.00	90.00	100.00	120.00	151.66	183.33	100.00	123.00	135.00
Samar	70.00	85.00	100.00	70.00	110.00	150.00	80.00	113.00	145.00	120.00	160.00	200.00	90.00	145.00	200.00
Sorsogon	145.00	145.00	145.00	100.00	136.33	166.67	100.00	112.50	120.00	216.67	216.67	216.67	120.00	129.37	150.00
Sulu	--------	--------	--------	--------	--------	--------	--------	--------	--------	--------	--------	--------	90.00	90.00	90.00
Surigao	80.00	96.25	120.00	100.00	123.00	200.00	70.00	88.33	100.00	--------	--------	--------	100.00	130.50	150.00
Tarlac	90.00	117.50	145.00	90.00	123.88	200.00	100.00	103.13	115.00	130.00	130.00	130.00	110.00	131.00	150.00
Tayabas	90.00	105.00	120.00	90.00	145.00	200.00	80.00	90.00	100.00	--------	--------	--------	70.00	135.00	200.00
Union	80.00	80.00	80.00	90.00	104.50	120.00	80.00	99.23	140.00	125.00	204.17	283.33	130.00	135.71	150.00
Zambales	100.00	103.33	110.00	100.00	116.42	145.00	80.00	93.75	110.00	200.00	200.00	200.00	90.00	129.44	155.00
Zamboanga	100.00	100.00	100.00	200.00	200.00	200.00	--------	--------	--------	--------	--------	--------	145.00	145.00	145.00
Total	25.00	97.25	200.00	60.00	121.25	300.00	25.00	100.10	183.00	95.00	173.82	333.33	70.00	128.18	200.00
Central Luzon Agricultural School	--------	--------	--------	60.00	113.00	200.00	--------	--------	--------	--------	--------	--------	--------	--------	--------
Philippine Nautical School	--------	--------	--------	500.00	300.00	300.00	--------	--------	--------	--------	--------	--------	--------	--------	--------
Philippine Normal School	75.00	107.67	200.00	90.00	126.08	200.00	120.00	120.00	120.00	--------	--------	--------	--------	--------	--------
Philippine School of Arts and Trades	--------	--------	--------	70.00	111.42	266.66	--------	--------	--------	--------	--------	--------	--------	--------	--------
Grand total	25.00	97.89	200.00	60.00	121.23	300.00	25.00	100.18	183.00	95.00	173.82	333.33	70.00	128.18	200.00

NOTE.—In this table, academic and industrial supervisors and supervising teachers of hygiene and sanitation are not included.

No. XV.—*Libraries*

A table showing, by division and for the Islands, the number of schools, the number of libraries, the number of books, the number of books per pupil, the number of periodical subscriptions, and the number of these per hundred pupils in primary, intermediate, and secondary libraries for the year 1925.

Division	Primary							Intermediate						
	Number of Schools December	Number of Libraries	Total Number of Books	Annual Enrolment December	Number of Books per Pupil	Total Number of Subscriptions to Periodicals	Number of Subscriptions per Hundred Pupils	Number of Schools December	Number of Libraries	Total Number of Books	Annual Enrolment December	Number of Books per Pupil	Total Number of Subscriptions to Periodicals	Number of Subscriptions per Hundred Pupils
Abra	75	23	2,336	5,342	.44	8	.15	10	6	1,274	1,370	.93	9	.64
Agusan	78	78	1,296	8,187	.16	85	1.04	18	18	404	1,192	.34	25	2.10
Albay	175	29	7,769	23,755	.33	66	.28	25	20	6,343	3,808	1.67	179	4.70
Antique	81	54	2,210	11,847	.19			17	14	2,970	2,136	1.39	33	1.54
Bataan	31	30	2,565	4,773	.54	20	.42	10	10	2,876	1,196	2.40	22	1.83
Batanes	10	10	1,261	840	1.50	4	.50	6	6	430	269	1.60	13	4.33
Batangas	145	101	6,570	20,978	.31	58	.28	25	24	7,965	4,387	1.82	78	1.78
Bohol	278	90	5,590	35,966	.16	123	.34	42	41	11,499	5,728	2.01	351	6.13
Bukidnon	51	14	296	4,153	.07			8	7	713	637	1.12		
Bulacan	185	185	27,190	26,847	1.01			22	22	15,147	4,677	3.24	57	1.22
Cagayan	164	64	2,433	19,190	.13	62	.03	32	32	4,373	3,810	1.15	90	2.36
Camarines Norte	33	21	1,166	4,789	.24	14	.29	9	9	888	1,009	.88	19	1.88
Camarines Sur	121	26	1,358	15,530	.09	53	.34	21	18	3,271	2,947	1.11	54	1.83
Capiz	156	77	2,798	22,350	.13	105	.47	38	37	5,673	4,486	1.26	86	1.92
Cavite	55	38	5,629	13,890	.41	59	.42	17	16	4,810	2,915	1.65	14	.47
Cebu	390	51	7,828	54,574	.14	110	.20	66	53	13,581	11,520	1.18	226	1.96
Cotabato	114	21	632	6,618	.10	28	.42	10	6	467	690	.69	3	.43
Davao	118	8	398	7,968	.05	9	.11	13	3	1,078	632	1.70	4	.67
Ilocos Norte	167	31	2,951	20,038	.15	615	3.06	19	18	7,946	4,640	1.71	410	8.78
Ilocos Sur	173	114	9,001	20,236	.44	27	.13	37	34	13,448	5,329	2.52	50	.94
Iloilo	253	90	11,008	39,463	.28	123	.31	58	52	15,030	8,775	1.71	139	1.58
Isabela	99	92	4,127	11,229	.37	7	.06	14	13	3,474	3,089	1.12	72	2.33
Laguna	96	47	8,464	23,474	.36	50	.21	28	22	14,566	5,340	2.73	122	2.28
Lanao	60	6		3,806				15	6	1,096	748	1.46	11	1.47
Leyte	344	62	5,625	51,029	.11	103	.20	39	35	12,362	7,157	1.73	172	2.40

Manila	37	37	58,416	34,882	.67	229	.66	28	25	27,502	16,137	1.70	198	1.23
Marinduque	42	19	1,222	6,184	.20	42	.68	5	5	1,926	1,424	1.35	32	2.45
Masbate	46	25	1,103	6,449	.17	16	.25	11	11	750	1,150	.65	14	1.22
Mindoro	80	23	4,583	7,147	.64	27	.38	17	15		1,194			
Misamis	167	164	7,470	24,265	.31	210	.87	22	22	3,899	2,987	1.31	77	2.58
Mountain	130	30	6,724	13,079	.51	18	.14	34	14	2,289	2,117	1.08	17	.81
Nueva Ecija	168	69	5,812	23,416	.25	97	.41	33	26	6,242	5,689	1.08	209	3.61
Nueva Vizcaya	25	21	1,333	2,957	.45			10	9	1,024	801	1.28	12	1.50
Occidental Negros	152	111	5,674	36,591	.16	199	.54	32	30	9,434	6,409	1.47	274	4.30
Oriental Negros	136	29	1,870	18,586	.10	161	.87	29	26	3,756	3,197	1.17	126	3.82
Palawan	84	54	1,856	6,078	.31	11	.18	22	14	1,414	1,008	1.40	12	1.20
Pampanga	127	102	9,971	22,156	.45	150	.67	27	24	7,461	4,187	1.78	106	2.53
Pangasinan	294	157	22,158	41,438	.53	11	.03	46	46	31,336	13,358	2.35	144	1.07
Rizal	96	34	3,783	18,947	.20	52	.27	26	23	6,159	3,569	1.73	98	2.75
Romblon	56	45	1,552	5,861	.26	11	.19	11	9	1,330	1,221	1.09	7	.57
Samar	231	184	15,091	21,927	.69	160	.73	42	34	6,646	4,428	1.50	121	2.75
Sorsogon	105	9	1,732	15,073	.11	19	.13	23	15	3,831	3,602	1.06	49	1.36
Sulu	92			10,642				7			862			
Surigao	127	38	2,323	14,282	.16			9	5	356	1,042	.34	63	6.30
Tarlac	139	129	5,126	16,813	.30	158	.94	21	17	9,925	4,264	2.33	270	6.33
Tayabas	158	36	5,939	27,051	.22	57	.21	30	25	11,224	5,156	2.18	103	2.00
Union	102	56	5,968	18,151	.33	14	.08	29	21	13,272	5,800	2.29	76	1.31
Zambales	57	20	2,111	9,099	.23	114	1.25	15	14	4,374	2,543	1.72	234	9.20
Zamboanga	109	5	200	10,344	.02	10	.10	18	9	456	1,702	.27	40	2.35
Total	6,212	2,759	292,518	868,290	.34	3,495	.40	1,146	961	306,290	182,334	1.68	4,521	2.48
Central Luzon Agricultural School														
Philippine Nautical School														
Philippine Normal School	1			510				1	1	1,397	326	4.29	16	4.91
Philippine School of Arts and Trades														
Grand total	6,213	2,759	292,518	868,800	.34	3,495	.40	1,147	962	307,687	182,660	1.68	4,537	2.48

No. XV.—*Libraries*—Continued

Division	Secondary							Total						
	Number of Schools December	Number of Libraries	Total Number of Books	Annual Enrolment December	Number of Books per Pupil	Total Number of Subscriptions to Periodicals	Number of Subscriptions per Hundred Pupils	Number of Schools December	Number of Libraries	Total Number of Books	Annual Enrolment December	Number of Books per Pupil	Total Number of Subscriptions to Periodicals	Number of Subscriptions per Hundred Pupils
Abra	2	2	3, 030	652	4. 65	43	6. 62	87	31	6, 640	7, 364	. 90	60	. 81
Agusan	2	2	340	210	1. 62	11	5. 24	98	98	2, 040	9, 589	. 21	121	1. 26
Albay	3	2	6, 215	1, 122	5. 54	41	3. 65	203	51	20, 327	28, 685	. 71	286	1. 00
Antique	1	1	2, 915	559	5. 21	24	4. 29	99	69	8, 095	14, 542	. 56	57	. 39
Bataan	1	1	1, 580	402	3. 93	12	2. 99	42	41	7, 021	6, 371	1. 10	54	. 85
Batanes	1	1	482	75	6. 43	9	9. 00	17	17	2, 173	1, 184	1. 84	26	2. 17
Batangas	2	2	4, 388	1, 217	3. 71	35	2. 88	172	127	18, 923	26, 582	. 71	171	. 64
Bohol	2	2	3, 408	1,333	2. 57	27	2. 03	322	133	20, 497	43, 027	. 48	501	1. 16
Bukidnon	2	2	239	115	2. 08	25	21. 74	61	23	1, 248	4, 905	. 25	25	. 51
Bulacan	2	2	4, 067	1, 022	3. 98	54	5. 28	209	209	46, 404	32, 546	1, 43	111	. 34
Cagayan	1	1	4, 323	991	4. 36	35	3. 53	197	97	11, 129	23, 991	. 46	187	. 78
Camarines Norte	1	1	656	351	1. 87	24	6. 84	43	31	2, 710	6, 149	. 45	57	. 93
Camarines Sur	3	2	3, 002	1, 109	2. 71	64	5. 77	145	46	7, 631	19, 586	. 39	171	. 87
Capiz	2	2	2, 664	1, 088	2. 45	34	3. 13	196	116	11, 135	27, 924	. 40	225	. 81
Cavite	4	2	5, 920	1, 009	5. 87	29	2. 87	76	56	16, 359	17, 814	. 92	102	. 57
Cebu	3	2	7, 711	3, 225	2. 39	125	3. 88	459	106	29, 120	69, 319	. 42	461	. 67
Cotabato	2	2	303	129	2. 35	9	9. 00	126	29	1, 402	7, 437	. 19	40	. 54
Davao	1	1	446	100	4. 46	12	12. 00	132	12	1, 922	8, 700	. 22	25	. 29
Ilocos Norte	3	3	10, 074	2, 343	4. 29	68	2. 90	189	52	20, 971	27, 021	. 78	1, 093	4. 03
Ilocos Sur	4	4	7, 853	2, 434	3. 23	180	7. 39	214	152	30, 302	27, 999	1. 05	257	. 92
Iloilo	2	2	9, 206	2, 781	3. 31	146	5. 25	313	144	35, 244	51, 019	. 69	408	. 80
Isabela	3	2	2, 240	1, 131	1. 98	51	4. 51	116	107	9, 841	15, 449	. 64	130	. 84
Laguna	1	1	4, 180	1, 010	4. 14	52	5. 14	125	70	27. 210	29, 824	. 85	224	. 75
Lanao	2	2	1, 138	162	7. 02	12	7. 41	77	14	2, 234	4, 716	. 47	23	. 49
Leyte	4	3	3, 782	1, 448	2. 61	53	3. 66	387	100	21, 769	59, 634	. 37	328	. 55
Manila	7	7	21, 168	6, 837	3. 10	329	4. 84	72	69	107, 086	57, 856	1. 87	756	1. 31
Marinduque	1	1	1, 708	361	4. 73	20	5. 54	48	25	4, 856	7, 969	. 61	94	1. 18
Masbate	1	1	815	214	3. 81	13	6. 07	58	37	2, 668	7, 813	3. 40	43	. 55
Mindoro	1	1	1, 766	325	5. 28	3	. 92	98	39	6, 349	8, 666	. 73	30	. 35
Misamis	1	1	1, 534	339	4. 53	22	6. 49	190	187	12, 903	27, 591	. 47	309	1. 12

Mountain	2	3	2,212	677	3.26	36	5.14	166	47	11,225	15,873	.71	71	.45
Nueva Ecija	1	1	3,975	1,379	2.88	51	3.70	202	96	16,029	30,484	.52	357	1.17
Nueva Vizcaya	2	2	2,700	414	6.52	20	4.83	37	32	5,057	4,172	1.21	32	.77
Occidental Negros	1	1	3,347	675	4.96	31	4.28	185	142	18,455	43,675	.42	504	1.15
Oriental Negros	2	2	2,579	769	3.35	36	4.55	167	57	8,205	22,552	.36	323	1.43
Palawan	1	1	518	226	2.29	8	4.00	107	69	3,788	7,312	.52	31	.42
Pampanga	4	3	5,764	1,561	36.93	95	6.09	158	129	23,196	27,904	.83	351	1.26
Pangasinan	3	2	13,795	4,745	2.91	99	2.11	343	205	67,289	59,541	1.13	254	.43
Rizal	1	1	3,244	995	3.26	70	7.04	123	58	13,186	23,511	.56	220	.94
Romblon	2	2	2,192	354	6.19	25	7.06	69	56	5,074	7,436	.68	43	.58
Samar	3	2	2,881	566	5.09	31	5.17	276	220	24,618	26,921	.92	312	1.16
Sorsogon	1	1	2,605	937	2.77	20	2.13	129	25	8,168	19,612	.41	88	.46
Sulu	1	1	1,039	95	10.94	20	21.05	100	1	1,039	11,599	.09	20	.17
Surigao	1	1	1,921	241	7.97	19	9.50	137	44	4,600	15,565	.30	82	.53
Tarlac	2	2	4,446	1,268	3.51	116	9.15	162	148	19,497	22,345	.87	544	2.43
Tayabas	1	1	3,929	796	4.94	24	3.02	189	62	21,092	33,003	.64	184	.56
Union	2	1	4,038	1,941	2.08	38	1.96	133	78	23,278	25,892	.90	128	.50
Zambales	1	1	2,047	500	4.09	13	2.60	73	35	8,532	12.142	.70	361	2.98
Zamboanga	2	2	3,296	299	11.02	21	7.00	129	16	3,952	12,345	.32	71	.58
Total	98	88	183,681	52,532	3.50	2,335	4.45	7,456	3,808	782,489	1,103,156	.71	10,351	.94
Central Luzon Agricultural School	1	1	2,548	744	3.42	119	17.00	1	1	2,548	744	3.42	119	17.00
Philippine Nautical School	1	1	128	29	4.41			1	1	128	29	4.41		
Philippine Normal School	1	1	8,000	1,487	5.61	40	2.69	3	2	9,397	2,323	4.05	56	2.41
Philippine School of Arts and Trades	1	1	3,344	767	4.36	23	3.00	1	1	3,344	767	4.36	23	3.00
Grand total	102	92	197,701	55,559	3.56	2,517	4.53	7,462	3,813	797,906	1,107,019	.72	10,549	.95

No. XVI.—*Schools of Agriculture*

A table showing, by divisions and for the Islands, the number of teachers, the total annual enrolment, the area of land owned and cultivated, the number of animals and the value of the products for all agricultural schools, farm schools, and settlement farm schools, for the school year 1924–25.

Division and Schools	Number of Schools	Number of Teachers		Total Annual Enrol-ment	Area of Site in Hectares		Number of Animals					
		Ameri-can	Filipino		Culti-vated	Total	Carabaos	Horses	Work Cattle	Other Cattle	Hogs	Poultry
Abra:												
Lagangilang Agricultural School	1		7	195	106	115	41		2		28	899
Agusan:												
Bunawan Agricultural School	1		6	160	23	42	13				27	91
Settlement Farm Schools	61		101	3, 812	300	839	20				187	1, 366
Albay:												
Guinobatan Farm School	1		3	98	13	13	6				6	200
Cantanduanes Farm School (Virac)	1		4	99	10	10	2				14	34
Batangas:												
Batangas Farm School	1		4	48	10	16		1	4	2	10	150
Bohol:												
Bilar Farm School	1		6	49	15	22	15		1		14	67
Bukidnon:												
Bukidnon Agricultural School	1		9	254	77	724	28	8	13	88	28	297
Settlement Farm Schools	62		107	5, 161	449	1, 234	14		31		35	48
Camarines Sur:												
Camarines Agricultural School (Pili)	1		4	164	173	481	80		2	50	52	550
Capiz:												
Capiz Farm School (Banga)	1		6	166	25	35	5				29	397
Cavite:												
Indang Farm School	1		8	186	9	9	4		2		8	200
Cotabato:												
Piang Agricultural School (Kudurungan)	1		4	111	34	34	9					60
Settlement Farm Schools	20		49	1, 628	98	792	24	1	110			311
Davao:												
Mampising Agricultural School	1	1	5	90	12	110	5		11		15	214
Settlement Farm Schools	20		32	1, 203	66	922	11		19	16	8	415
Ilocos Norte:												
Batac Farm School	1		5	167	14	18	7		2	2	1	180
Ilocos Sur:												
Santa Maria Farm School	1		8	350	20	28	15		2		15	131
Settlement Farm School	1		3	27	6	6	5	1			10	50
Isabela:												
Echague Farm School	1		11	208	9	52	4				7	73
Isabela Farm School	1		11	275	11	21	8		1		12	246

Lanao:												
Lumbatan Agricultural School	1		5	77	25	122	4	1	12	59		
Settlement Farm Schools	42	1	55	1,693	111	307	3		12			
Leyte:												
Baybay Agricultural School	1	1	2	57	100	340	5				2	50
Misamis:												
Settlement Farm Schools	9		9	452	32	125	6				9	129
Mountain:												
Trinidad Agricultural School (Baguio)	1	3	15	441	69	1,480	22	18	8	64	43	1,145
Settlement Farm Schools	12		31	843	73	130	20	1		28	2	125
Nueva Ecija:												
Central Luzon Agricultural School	1	4	20	617	335	657	112		1	17	381	3,709
Settlement Farm Schools	2		4	65	5	5	2				3	10
Nueva Vizcaya:												
Nueva Vizcaya Farm School	1		8	222	27	153	24		1	3	11	124
Settlement Farm Schools	8		18	258	37	190	21			10	23	333
Occidental Negros:												
Settlement Farm Schools	2		2	54	4	4	1					
Palawan:												
Aborlan Agricultural School	1		7	123	46	199	12		8	31	23	200
Pampanga:												
Pampanga Agricultural School	1		8	177	33	1,410	53	1	1	45	18	224
Pangasinan:												
San Carlos Farm School	1		16	288	11	11	2				4	87
Rizal:												
Settlement Farm Schools	2		2	67	4	36	17					11
Romblon:												
Odiongan Farm School	1		8	159	22	40	19	2		16	134	876
Samar:												
Catarman Agricultural School	1		7	286	80	394		2		48	100	1,000
Settlement Farm Schools	7		10	480	20	38	6		1		31	473
Sulu:												
Lapak Agricultural School	1		6	148	45	230	14		14	94		203
Surigao:												
Settlement Farm Schools	9		12	457	48	228	12				9	131
Tarlac:												
Settlement Farm Schools	3		3	68	4	5	10				3	42
Tayabas:												
Settlement Farm School	1		3	53	4	4	8		1			74
Zambales:												
Iba Farm School	1		6	190	8	12	12				34	81
Settlement Farm School	1		2	116	3	501	3	1	2	37	10	76
Zamboanga:												
Settlement Farm Schools	28		63	1,937	117	479	31		6		4	
Total	318	10	715	23,779	2,743	12,623	735	37	267	610	1,350	15,082
Summary:												
Total Agricultural Schools	14	9	105	2,900	1,158	6,338	398	30	72	496	717	8,642
Total Farm Schools	14		104	2,505	204	440	123	3	13	23	299	2,846
Total Settlement Farm Schools	290	1	506	18,374	1,381	5,845	214	4	182	91	334	3,594

No. XVI.—*Schools of Agriculture*—Continued

Divisions and Schools	Value of School Products						Value of Products from Home Projects	Total Value of Products of School and Home Projects
	Animals	Vegetables	Field Crops	Fruits	Other Products	Total		
Abra:								
Lagangilang Agricultural School	₱1,203.08	₱704.06	₱10,562.72	₱1,052,70	₱848.96	₱14,371.52	₱4,262.55	₱18,634.07
Agusan:								
Bunawan Agricultural School	648.52	556.69	2,928.58	686.01		4,819.80		4,819.80
Settlement Farm Schools	6,514.05	4,195.51	28,494.59	4,775.39		43,979.54		43,979.54
Albay:								
Guinobatan Farm School	1,400.00	1,500.00	3,000.00	20.00	10.00	5,930.00		5,930.00
Catanduanes Farm School (Virac)	335.50	575.57	610.82	25.00		1,546.89	2,387.80	3,934.69
Batangas:								
Batangas Farm School	275.00	500.00	1,175.00	200.00	500.00	2,650.00	975.00	3,625.00
Bohol:								
Bilar Farm School	2,103.00	745.21	685.00	230.00	85.00	3,848.21	708.25	4,556.46
Bukidnon:								
Bukidnon Agricultural School	3,378.46	1,448.20	5,825.01	399.32	2,399.00	13,449.99	3,565.34	17,015.33
Settlement Farm Schools	570.60	816.52	11,113.40	1,513.90		14,014.42	3,153.00	17,167.42
Camarines Sur:								
Camarines Agricultural School (Pili)	3,399.20	1,298.34	3,261.35	926.86	2,294.08	11,179.83	4,331.67	15,511.50
Capiz:								
Capiz Farm School (Banga)	741.00	65.00	1,072.50	43.27	3,115.50	5,037.27	1,034.00	6,071.27
Cavite:								
Indang Farm School	920.00	306.10	3,183.65	388.20	300.00	5,097.95	3,032.90	8,130.85
Cotabato:								
Piang Agricultural School (Kudurungan)	35.50	728.35	1,463.72	975.08		3,202.65		3,202.65
Settlement Farm Schools	161.19	1,012.01	8,005.90	1,595.38	839.58	11,524.06		11,524.06
Davao:								
Mampising Agricultural School	189.98	181.50	1,480.44	329.25	27.50	2,208.67	105.00	2,313.67
Settlement Farm Schools	123.90	1,645.53	5,448.13	3,355.37		10,572.93		10,572.93
Ilocos Norte:								
Batac Farm School	175.30	774.85	1,998.94	45.36	16.80	3,011.25	1,470.00	4,481.25
Ilocos Sur:								
Santa Maria Farm School	1,000.00	452.00	2,300.00	25.00	15.00	3,792.00	450.00	4,242.00
Settlement Farm School	290.00	72.46	275.00	25.00	10.00	672.46		672.46
Isabela:								
Echague Farm School	195.00	450.00	468.00	125.00		1,238.00	578.00	1,816.00
Isabela Farm School	686.50	980.85	1,056.00	18.70	366.56	3,108.61	7,237.50	10,346.11
Lanao:								
Lumbatan Agricultural School	700.00	312.00	1,183.00	261.00		2,456.00		2,456.00
Settlement Farm Schools		594.00	2,855.00	695.00		4,144.00		4,144.00
Leyte:								
Baybay Agricultural School	80.00	100.00	4,200.00	60.00	500.00	4,940.00		4,940.00

Misamis:								
Settlement Farm Schools	130.40	125.50	1,014.87	774.28	67.60	2,112.65	830.00	2,942.65
Mountain:								
Trinidad Agricultural School (Baguio)	7,795.00	19,500.00	4,300.00	10.00	850.00	32,455.00	5,500.00	37,955.00
Settlement Farm Schools	362.00	566.00	1,952.00	145.00	176.00	3,201.00	229.00	3,430.00
Nueva Ecija:								
Central Luzon Agricultural School	5,350.00	1,935.00	65,655.00	100.00		73,040.00	2,840.00	75,880.00
Settlement Farm Schools	261.00	157.00	300.00	10.00	5.00	733.00		733.00
Nueva Vizcaya:								
Nueva Vizcaya Fram School	170.00	1,702.15	3,244.50	45.00	4,471.50	9,633.15	1,060.00	10,693.15
Settlement Farm Schools	2,780.65	1,349.34	1,544.56	625.58	714.74	7,014.87		7,014.87
Occidental Negros:								
Settlement Farm Schools	65.00	13.00	490.00		220.60	788.60		788.60
Palawan:								
Aborlan Agricultural School	4,141.40	517.42	1,561.11	90.00	25.00	6,334.93	382.97	6,717.90
Pampanga:								
Pampanga Agricultural School	717.57	232.32	968.00	341.15	328.50	2,587.54	3,061.86	5,649.40
Pangasinan:								
San Carlos Farm School	340.00	303.28	3,828.88		3,833.56	8,305.72	5,559.44	13,865.16
Rizal:								
Settlement Farm Schools	405.00	50.00	108.00	15.00	5.50	583.50	112.00	695.50
Romblon:								
Odiongan Farm School	805.78	47.00	1,655.66		1,553.14	4,061.58	667.78	4,729.36
Samar:								
Catarman Agricultural School	4,500.00	600.00	15,080.00	3,500.00	3,000.00	26,680.00	22,180.00	48,860.00
Settlement Farm Schools	331.45	100.77	808.50	186.85	56.62	1,484.19	695.35	2,179.54
Sulu:								
Lapak Agricultural School	9,790.00	38.18	924.16	1,221.76	3.75	11,977.85		11,977.85
Surigao:								
Settlement Farm Schools	276.15	180.04	1,580.80	83.42		2,120.41	602.03	2,722.44
Tarlac:								
Settlement Farm Schools	65.00	354.89	205.00			624.89	95.13	720.02
Tayabas:								
Settlement Farm Schools	628.00	100.00	204.80			932.80		932.80
Zambales:								
Iba Farm School	2,193.50	1,380.00	1,254.00	156.00	70.00	5,053.50	2,146.53	7,200.03
Settlement Farm School	1,963.57	168.87	355.63	42.35	526.42	3,056.84	122.57	3,179.41
Zamboanga:								
Settlement Farm Schools	356.00	694.50	4,982.17	2,664.27	72.00	8,768.94		8,768.94
Total	68,553.25	50,130.01	214,664.39	27,691.45	27,307.91	388,347.01	79,375.67	467,722.68
Summary:								
Total Agricultural Schools	41,928.71	28,152.06	119,393.09	9,953.13	10,276.79	209,703.78	46,229.39	255,933.17
Total Farm Schools	11,340.58	9,782.01	25,532.95	1,321.53	14,337.06	62,314.13	27,307.20	89,621.33
Total Settlement Farm Schools	15,283.96	12,195.94	69,738.35	16,416.79	2,694.06	116,329.10	5,839.08	122,168.18

No. XVII.—*Agricultural Clubs*

A table showing, by divisions and for the Islands, the number of boys' and girls' agricultural clubs, the number of club members with projects, the value of products of club members, and other relevant information, for the school year 1924–25.

Division	Number of Boys' and Girls' Agricultural Clubs	Number of Club Members with Projects							Value of Production from Projects of Club Members							Number of Hogs Owned by Club Members	Poultry Owned by Club Members
		Garden	Hog	Poultry	Fruit	Corn	Cooking	Total	Vegetable	Hog	Poultry	Fruit	Field Crops	Cooking	Total		
Abra	6	28	1	28	9			66	₱241.55	₱410.00	₱2,950.31	₱828.29			₱4,430.15	59	2,610
Agusan	4		6	14		18		38		120.00	156.59		₱50.95		327.54		
Albay	28		47	253	6			306		616.20	5,533.36				6,149.56	260	3,922
Antique	7			118				118			1,828.21				1,828.21		3,111
Bataan	30	57	47	232	188		131	655	1,093.47	462.50	4,392.58	480.24		₱448.28	6,877.07	77	5,047
Batanes	2	105						105	300.00						300.00		
Batangas	31		217	123	8		58	406	350.00	7,025.23	3,291.15	190.00		567.24	11,423.62	577	3,498
Bohol	18	60	45	171	63	15		354	760.67	1,033.00	2,233.70	423.43	255.00		4,705.80	205	5,368
Bukidnon	40	264	4	6	2	54		330	1,046.34	110.00	180.20	20.00	2,300.00		3,656.54	9	115
Bulacan	106	507	5	716	96			1,324	6,934.42	220.70	8,663.59	474.23			16,292.94	16	10,784
Cagayan	21	73	8	199	3		32	315	5,331.96	404.76	6,731.47	74.21		880.06	13,422.46	80	4,562
Camarines Norte	75	105	162	191	73			531	987.20	3,161.50	1,880.64	383.50		1,200.21	7,613.05	242	2,885
Camarines Sur	19			241				241			5,477.65				5,477.65		12,823
Capiz	127	711	40	287	114	27	60	1,239	10,735.24	1,323.76	3,188.37	3,258.15	1,523.53	940.85	20,969.90	79	4,488
Cavite	11	12	16	108	109	70		315	133.20	748.80	2,130.46	1,248.84	923.00		5,184.30	47	1,326
Cebu	28	179	13	270	25	6		493	239.07	763.08	663.67		12.75		1,678.57	43	2,137
Cotabato	1			10				10			283.00				283.00		300
Ilocos Norte	37	31	91	138	63	28	35	386	2,251.70	3,201.74	6,022.27	878.76	84.00	533.65	12,972.12	96	6,570
Ilocos Sur	21	155	15	117				287	1,606.58	350.00	2,761.94				4,718.52	30	4,274
Iloilo	73	219	208	458	34	6	89	1,014	2,643.25	3,801.85	7,620.99	350.00	320.00	615.13	15,351.22	509	6,963
Isabela	26	411	31	225	24	58	12	761	8,142.71	2,024.10	8,717.87	601.20	1,768.00	510.10	21,763.98	127	5,878
Laguna	25	407		542				949	682.33		10,178.15				10,860.48		8,155
Lanao	1		10					10		396.00					396.00	20	
Leyte	145	261	57	593			255	1,166	2,169.24	2,159.88	10,640.48			1,366.00	16,335.60	318	10,192
Marinduque	4	22		65				87	118.13		1,000.94				1,119.07		701
Masbate	58	1,183	17	190			42	1,432	4,483.96	217.90	2,609.11		200.00	60.00	7,570.97	204	5,700
Mindoro	30	224	7	113	15		29	388	1,297.95	304.33	737.54	23.75		129.10	2,492.67	14	1,359

Misamis	23			288				288			6,634.66				6,634.66		12,285
Mountain	4	365	9	28	3			405	10,500.00	500.00	2,290.00	10.00	4,300.00		17,600.00	43	1,142
Nueva Ecija	227	984	247	1,656	273	6	371	3,537	6,230.44	3,505.58	13,030.83	757.99	388.00	954.78	24,867.62	568	20,458
Nueva Vizcaya	7		26	210	11			247		560.00	1,421.40	634.00			2,615.40	8	773
Occidental Negros	55	754	48	779			66	1,647	2,703.26	898.00	8,064.49			240.00	11,905.75	42	9,612
Oriental Negros	3			41				41			650.60				650.60		1,027
Palawan	43	49	3	109	26			187	135.50	200.00	1,076.49	60.75			1,472.74	49	3,270
Pampanga	9	216	23	90	1	17		347	2,801.33	722.75	2,060.67	50.00	1,050.00		6,684.75	52	3,848
Pangasinan	74	18	289	616	121		19	1,063	520.83	8,996.99	18,098.78	3,465.69		572.39	31,654.68	631	22,165
Rizal	32	30		83		6	24	143	229.89		1,752.21		20.00	120.00	2,122.10		1,672
Romblon	38	412	37	386	112		92	1,039	874.30	406.00	3,226.32	338.00		111.61	4,956.23	83	4,764
Samar	80	190	247	612	145		94	1,288	760.35	4,940.00	7,344.12	535.33	782.00	579.00	14,940.80	741	9,792
Sorsogon	16	140		146				286	1,405.00		1,825.50				3,230.50		3,650
Surigao	1			5				5			20.00				20.00		25
Tarlac	25	81	31	238	40	5		395	1,209.71	1,375.35	4,545.58	306.99	105.00		7,542.63	42	9,353
Tayabas	38	42		393	82		813	1,330	834.72		33,049.69	10,130.17		9,340.02	53,354.60		38,049
Union	49	506	67	924	42			1,539	4,265.61	1,260.05	10,160.54	313.43			15,999.63	212	16,682
Zambales	57	736	566	386	1,526		151	3,365	2,366.82	9,457.00	6,040.00	979.45		1,418.37	20,261.64	1,013	9,937
Zamboanga	7		21	40				61		647.50	221.67				869.17	21	440
Total	1,762	9,537	2,661	12,438	3,214	316	2,373	30,539	86,386.73	62,324.55	221,387.79	26,816.40	14,082.23	20,586.79	431,584.49	6,517	281,658
Philippine Normal School	4	6	8	17	8			39	60.00	181.30	260.00	87.40			588.70	18	649
Grand total	1,766	9,543	2,669	12,455	3,222	316	2,373	30,578	86,446.73	62,505.85	221,647.79	26,903.80	14,082.23	20,586.79	432,173.19	6,535	282,307

No. XVIII.—*School and Home Gardens and Nurseries*

A table showing, by divisions and for the Islands, the number of school and home gardens, the estimated market value of their products and the number of schools with nurseries, for the school year 1924–25.

Division	Gardens											Nurseries				
	Number of Schools with School Gardens			Number of Pupils with Home Gardens			Estimated Area (in Hectares) Cultivated by Pupils in the Division (Including both School and Home Gardens)	Estimated Market Value of Products Raised (including both School and Home Gardens)	Number of Pupils Taking Vegetable Gardening			Number of Schools with Nurseries				Number of All Kinds of Trees in Nurseries at End of School Year
	Primary	Intermediate	Total	Primary	Intermediate	Total			Primary	Intermediate	Total	Primary	Intermediate	Secondary	Total	
Abra	65	7	72	748	241	989	19	₱3,789.75	1,534	381	1,915	28	6	1	35	7,739
Agusan	21	3	24	69	66	135	8	1,338.27	373	90	463	57	4	----	61	3,882
Albay	149	20	169	3,246	410	3,656	66	11,953.82	2,977	679	3,656	40	15	----	55	3,019
Antique	88	12	100	2,152	583	2,735	90	7,002.35	2,052	583	2,635	48	10	----	58	290
Bataan	30	10	40	629	238	867	8	8,491.48	611	231	842	13	7	----	20	317
Batanes	4	4	8	53	103	156	5	500.00	53	103	156	----	----	----	----	----
Batangas	134	23	157	4,453	704	5,157	39	21,254.94	4,725	685	5,410	72	14	----	86	13,943
Bohol	265	33	298	5,135	1,073	6,208	80	32,204.47	5,022	1,098	6,120	258	34	----	292	8,928
Bukidnon	58	1	59	832	127	959	4	3,504.16	1,178	127	1,305	41	3	1	45	3,287
Bulacan	162	21	183	2,439	668	3,107	31	26,774.22	2,995	803	3,798	40	14	----	54	858
Cagayan	149	27	176	3,616	579	4,195	50	29,152.55	3,117	460	3,577	41	15	----	56	1,184
Camarines Norte	34	9	43	2,592	550	3,142	24	10,010.28	1,954	441	2,395	8	4	----	12	3,808
Camarines Sur	134	18	152	4,445	406	4,851	32	26,004.63	4,445	454	4,899	28	15	2	45	3,518
Capiz	144	29	173	2,275	741	3,016	88	29,175.80	2,254	825	3,079	82	26	----	108	7,036
Cavite	47	12	59	759	240	999	15	7,302.58	1,580	440	2,020	22	6	1	29	7,372
Cebu	375	53	428	7,436	1,774	9,210	92	16,753.94	9,870	1,941	11,811	114	53	----	167	3,920
Cotabato	79	1	80	526	24	550	18	3,883.43	2,126	68	2,194	17	----	1	18	2,232
Davao	89	8	97	1,275	132	1,407	55	7,965.05	1,709	132	1,841	8	2	----	10	768
Ilocos Norte	171	21	192	3,001	504	3,505	37	21,043.16	3,041	514	3,555	116	18	----	134	2,664
Ilocos Sur	177	29	206	3,585	752	4,337	52	26,497.85	4,043	918	4,961	150	28	1	179	5,158
Iloilo	222	47	269	6,616	1,624	8,240	90	44,599.97	7,885	2,020	9,905	111	35	----	146	5,796
Isabela	97	14	111	2,801	810	3,611	25	31,274.28	2,916	881	3,797	29	14	1	44	3,311

Laguna	70	21	91	3,213	683	3,896	23	6,534.97	3,650	604	4,254	5	2	----	7	181
Lanao	26	9	35	163	37	200	11	2,552.00	598	129	727	7	2	----	9	1,500
Leyte	337	32	369	4,659	732	5,391	123	24,508.30	4,761	727	5,488	224	32	----	256	47,062
Manila	9	5	14	90	41	131	2	3,009.90	788	946	1,734	------	------	----	------	------
Marinduque	49	5	54	554	187	741	4	1,379.80	590	186	776	1	2	----	3	592
Masbate	47	9	56	1,004	176	1,180	32	4,204.85	1,007	176	1,183	30	9	----	39	950
Mindoro	75	14	89	1,851	243	2,094	28	2,160.44	1,851	379	2,230	45	12	----	57	1,020
Misamis	148	15	163	2,313	241	2,554	104	22,776.25	4,180	405	4,585	140	14	----	154	3,461
Mountain	132	20	152	1,365	147	1,512	223	44,234.37	3,585	828	4,413	65	5	1	71	20,770
Nueva Ecija	176	36	212	1,708	567	2,275	86	23,540.80	3,426	1,077	4,503	129	31	----	160	1,051
Nueva Vizcaya	24	13	37	333	81	414	58	12,047.16	730	208	938	12	5	----	17	967
Occidental Negros	130	31	161	7,882	1,922	9,804	76	20,070.72	6,564	1,819	8,383	35	20	----	55	589
Oriental Negros	59	19	78	1,382	334	1,716	24	6,908.19	2,618	507	3,125	40	20	----	60	1,936
Palawan	98	14	112	1,340	245	1,585	50	2,847.95	1,412	245	1,657	25	8	----	33	2,726
Pampanga	116	20	136	2,207	503	2,710	45	10,747.41	3,320	708	4,028	55	13	1	69	470
Pangasinan	313	45	358	7,656	2,121	9,777	184	90,276.29	9,604	2,311	11,915	206	42	----	248	26,882
Rizal	66	25	91	908	257	1,165	44	4,930.55	1,854	828	2,682	21	13	----	34	2,212
Romblon	51	7	58	545	115	660	19	5,055.30	956	214	1,170	9	7	1	17	596
Samar	215	35	250	5,577	518	6,095	78	21,332.50	5,577	518	6,095	162	35	1	198	3,428
Sorsogon	107	16	123	2,678	564	3,242	16	11,999.90	2,678	564	3,242	107	16	----	123	6,500
Sulu	40	4	44	190	------	190	12	751.65	805	62	867	------	1	----	1	1,200
Surigao	61	6	67	1,083	57	1,140	57	1,654.13	1,450	90	1,540	3	1	----	4	------
Tarlac	130	17	147	2,700	1,101	3,801	135	71,880.96	2,931	1,117	4,048	48	7	----	55	2,166
Tayabas	126	29	155	2,462	1,706	4,168	42	62,520.00	2,462	1,706	4,168	26	18	----	44	48,346
Union	98	18	116	5,261	1,055	6,316	85	38,499.70	5,357	1,078	6,435	65	15	----	80	11,504
Zambales	60	14	74	4,758	1,222	5,980	37	16,398.66	4,758	1,222	5,980	59	14	1	74	3,701
Zamboanga	78	13	91	657	145	802	18	8,768.94	1,549	300	1,849	24	8	----	32	1,580
Total	5,535	894	6,429	123,222	27,349	150,571	2,544	892,068.67	145,521	32,828	178,349	2,866	675	13	3,554	280,420
Central Luzon Agricultural School	------	----	------	------	------	------	------	------	------	------	------	------	------	1	1	2,000
Philippine Normal School	------	----	------	------	6	6	3	832.66	------	180	180	------	1	1	2	168
Grand total	5,535	894	6,429	123,222	27,355	150,577	2,547	892,901.33	145,521	33,008	178,529	2,866	676	15	3,557	282,588

No. XIX.—*Industrial Production*

A table showing, by divisions and for the Islands, the total enrolment and the estimated value of production in industrial courses of commercial consequence during the school year 1924–25.

Division	Embroidery and Lace Making		Basketry		Municipal Shops		Provincial Trade Schools		Provincial Shops		Miscellaneous		Total	
	Number of Pupils Enrolled in the Course	Estimated Value of Production	Number of Pupils Enrolled in the Course	Estimated Value of Production	Number of Pupils Enrolled in the Course	Estimated Value of Production	Number of Pupils Enrolled in ths Course	Estimated Value of Production	Number of Pupils Enrolled in the Course	Estimated Value of Production	Number of Pupils Enrolled in the Course	Estimated Value of Production	Number of Pupils Enrolled in the Course	Estimated Value of Production
Abra	1,054	₱309.30	881	₱1,550.69	127	-----	-----	-----	-----	-----	360	₱343.41	2,422	₱2,203.40
Agusan	805	1,183.15	89	113.40	15	-----	-----	-----	-----	-----	675	2,458.60	1,584	3,755.15
Albay	3,091	4,892.45	3,768	4,246.32	-----	-----	153	₱12,379.25	-----	-----	154	289.15	7,166	21,807.17
Antique	2,329	2,898.19	1,676	1,362.21	102	₱143.11	-----	-----	71	₱4,086.79	1,134	932.19	5,312	9,422.49
Bataan	1,008	426.00	655	1,968.00	78	937.00	-----	-----	-----	-----	862	469.00	2,603	3,800.00
Batanes	97	541.57	64	350.00	42	816.50	-----	-----	-----	-----	133	222.60	336	1,930.67
Batangas	3,832	5,834.71	2,049	2,345.67	570	2,876.91	165	13,160.04	-----	-----	5,220	1,802.96	11,836	26,020.29
Bohol	7,141	11,172.72	2,611	6,231.61	630	3,013.75	121	13,148.30	-----	-----	4,240	3,131.33	14,743	36,697.71
Bukidnon	129	211.22	-----	-----	32	157.56	-----	-----	-----	-----	-----	-----	161	368.78
Bulacan	2,744	10,324.33	3,979	6,297.72	543	2,959.04	105	5,887.38	-----	-----	2,294	7,045.71	9,665	32,514.18
Cagayan	2,262	13,737.41	2,636	16,475.00	107	718.60	104	3,420.11	-----	-----	2,435	6,057.01	7,544	40,408.13
Camarines Norte	903	1,106.80	360	685.80	-----	-----	-----	-----	-----	-----	206	1,206.40	1,469	2,999.00
Camarines Sur	2,619	4,794.68	898	3,760.30	-----	-----	79	9,871.55	-----	-----	604	3,039.85	4,200	21,466.38
Capiz	2,757	6,598.81	872	1,872.64	151	2,785.03	-----	-----	120	10,721.46	1,570	2,097.22	5,470	24,075.16
Cavite	2,820	2,864.58	2,635	3,228.02	163	559.55	-----	-----	193	1,832.70	1,036	463.17	6,847	8,948.02
Cebu	9,433	7,572.93	5,977	8,515.33	460	1,235.23	137	41,246.33	-----	-----	1,981	1,806.59	17,988	60,376.41
Cotabato	215	300.04	152	239.10	16	98.70	-----	-----	-----	-----	332	520.71	715	1,158.55
Davao	409	453.41	228	198.56	31	267.85	-----	-----	-----	-----	358	670.50	1,026	1,590.32
Ilocos Norte	4,515	9,730.59	1,741	7,071.34	191	1,944.16	78	2,965.56	-----	-----	2,384	4,101.13	8,909	25,812.78
Ilocos Sur	4,519	5,900.49	2,645	3,263.71	573	1,278.24	99	5,613.38	-----	-----	1,971	1,712.61	9,807	17,768.43
Iloilo	9,842	11,613.12	4,459	8,919.81	496	3,943.83	43	7,951.37	-----	-----	3,426	2,924.05	18,266	35,352.18
Isabela	2,896	2,265.35	249	166.45	-----	-----	92	2,011.80	-----	-----	410	593.82	3,647	5,037.42
Laguna	4,770	3,175.38	1,677	2,121.87	1,018	5,102.91	-----	-----	-----	-----	1,041	395.41	8,506	10,795.57
Lanao	459	292.00	15	39.00	38	133.00	-----	-----	-----	-----	130	462.00	642	926.00
Leyte	8,637	14,010.95	8,487	10,149.55	539	10,950.76	267	19,075.54	-----	-----	510	6,475.00	18,440	60,661.80

Manila	4,714	5,790.78	11,971	8,846.63	1,545	7,494.03					5,406	539.43	23,636	22,670.87
Marinduque	1,253	1,088.62	1,036	776.70	321	2,141.98					576	304.61	3,186	4,311.91
Masbate	827	647.53	367	1,134.00	60	297.50					403	436.34	1,657	2,515.37
Mindoro	894	603.10	396	465.00	29	550.02					607	793.54	1,926	2,411.66
Misamis	4,134	4,052.55	272	368.00	169	4,985.60					2,850	11,933.05	7,425	21,339.20
Mountain	131	242.70	352	309.46	148	1,280.24					802	6,678.14	1,433	8,510.54
Nueva Ecija	4,909	12,084.27	3,474	7,967.76	748	9,697.88			36	2,538.49	3,315	2,333.58	12,482	34,621.98
Nueva Vizcaya	193	293.88	382	210.19	110	391.00					116	828.00	801	1,723.07
Occidental Negros	6,447	9,747.98	2,893	2,498.78	378	2,062.65					837	1,047.45	10,555	15,356.86
Oriental Negros	3,282	3,758.51	1,615	1,912.79	35	120.00	68	6,808.15			1,718	1,958.92	6,718	14,558.37
Palawan	488	821.47	295	460.64	56	573.25			59	1,831.95	619	765.22	1,517	4,452.53
Pampanga	3,278	3,241.32	1,361	2,110.47	536	1,187.85	214	7,432.38			2,347	1,110.26	7,736	15,082.28
Pangasinan	11,401	43,172.15	4,350	9,573.06	1,404	25,722.59	265	16,014.16			19,884	37,930.13	37,304	132,412.09
Rizal	3,580	2,109.04	4,515	3,753.83	371	1,497.90					1,303	798.89	9,769	8,159.66
Romblon	908	3,146,11	577	1,331.57	46	7,658.98					1,486	1,653.96	3,017	13,790.62
Samar	3,961	10,456.81	1,063	1,895.40	370	5,550.00	137	5,434.85			4,860	10,255.90	10,391	33,592.96
Sorsogon	3,653	6,114.57	1,460	4,375.80	207	1,040.00					1,201	1,796.00	6,521	13,326.37
Sulu	38	26.00									54	63.90	92	89.90
Surigao	1,582	674.68	952	651.28	161	6,240.43					1,194	3,011.11	3,889	10,577.50
Tarlac	3,871	5,970.70	1,381	2,211.17	219	2,702.13	59	3,671.03			2,228	1,982.41	7,758	16,537.44
Tayabas	2,704	6,144.04	4,313	14,491.68	208	1,919.84	119	6,307.00			7,465	24,022.44	14,809	52,885.00
Union	4,964	3,160.87	1,298	2,272.49	203	504.91	92	7,046.76			726	954.23	7,283	13,939.26
Zambales	1,810	2,091.53	1,173	1,841.28	29	330.60			85	2,647.87	668	1,062.82	3,765	7,974.10
Zamboanga	415	581.51	655	786.00	12	95.00	112	41,089.17			79	222.70	1,273	42,774.38
Total	148,723	248,230.90	94,954	161,416.08	13,287	123,966.11	2,509	230,534.11	564	23,659.26	94,210	161,703.45	354,247	949,509.91
Philippine Normal School	567	697.56	167	439.45							259	137.50	993	1,274.51
Philippine School of Arts and Trades							803	34,279.97					803	34,279.97
Grand total	149,290	248,928.46	95,121	161,855.53	13,287	123,966.11	3,312	264,814.08	564	23,659.26	94,469	161,840.95	356,043	985,604.39

No. XX.—*Voluntary Contributions*

A table showing, by divisions and for the Islands, the details of voluntary contributions for public-school purposes, school year 1924–25.

Division	Form and Amount of Donation						Amount Devoted To—					
	Total	Money	Materials	Labor	Land	Miscellaneous	Salaries	Buildings and Grounds	Libraries	Athletics	Miscellaneous	Balance on Hand
Pangasinan	₱188,498.37	₱148,986.02	₱24,940.58	₱11,648.70	₱837.00	₱2,086.07	₱25,614.49	₱67,829.59	₱22,195.67	₱16,640.24	₱6,232.06	₱49,986.32
Iloilo	91,870.82	37,297.90	25,043.58	19,639.91	2,451.90	7,437.53	5,492.01	71,762.85	3,956.32	3,621.92	3,654.97	3,382.75
Ilocos Sur	78,541.97	49,542.50	15,447.76	9,286.46	910.00	3,355.25	10,804.03	30,765.96	8,145.77	10,530.26	9,281.28	9,014.67
Cagayan	53,334.56	26,125.12	10,972.82	10,970.38	4,629.10	637.14	8,173.53	28,273.96	4,483.33	3,027.94	3,543.43	5,832.37
Ilocos Norte	53,064.21	15,756.09	24,747.35	11,473.05	720.00	367.72	----------	39,990.58	5,229.45	5,229.45	2,614.73	----------
Leyte	51,586.38	2,967.63	30,204.00	13,139.50	4,748.00	527.25	178.43	50,018.10	75.00	478.79	107.40	728.66
Tayabas	46,829.03	31,569.13	9,800.85	4,252.05	200.00	1,007.00	15,363.46	13,819.00	2,881.26	2,830.15	6,002.72	5,932.44
Bohol	43,987.45	14,432.46	16,718.10	11,820.27	235.00	781.62	1,735.50	28,330.72	3,569.01	3,449.07	5,778.01	1,125.14
Samar	43,708.06	7,902.61	17,313.62	9,936.83	7,501.80	1,053.20	3,249.00	33,597.79	1,781.95	1,046.58	3,147.50	885.24
Misamis	37,245.80	10,370.99	12,499.00	7,798.00	6,150.00	427.81	----------	36,030.02	459.94	233.37	475.70	46.77
Laguna	36,578.17	30,072.54	2,323.44	826.15	3,205.00	151.04	6,015.85	25,559.22	747.76	913.63	2,527.05	814.66
Pampanga	35,514.22	26,502.83	2,649.25	1,982.05	2,829.50	1,550.59	23.00	13,708.96	4,720.78	5,505.30	7,205.44	4,350.74
Bulacan	34,996.63	19,481.36	7,050.68	4,058.66	1,800.00	2,605.93	----------	26,908.41	1,784.22	870.84	2,117.67	3,315.49
Zambales	34,145.17	18,842.01	7,194.27	6,664.53	340.00	1,104.36	2,145.43	12,101.57	5,842.36	5,234.86	2,306.99	6,513.96
Camarines Sur	33,744.17	6,635.76	12,055.40	5,742.00	6,115.40	3,195.61	----------	25,846.80	841.97	4,519.16	1,660.45	875.79
Nueva Ecija	32,683.59	22,039.09	5,895.75	3,534.00	750.00	464.75	11,471.22	11,044.65	2,819.51	2,941.76	2,461.15	1,945.30
Union	32,270.24	18,522.35	7,284.14	4,255.60	1,976.50	231.65	----------	19,142.63	3,568.24	3,386.20	3,426.07	2,747.10
Cebu	31,403.79	19,838.59	6,131.00	2,865.00	220.00	2,349.20	----------	9,690.00	5,067.13	5,017.90	3,770.19	7,858.57
Batangas	29,859.44	10,692.98	10,147.65	6,407.73	2,130.00	481.08	----------	23,012.53	1,356.42	2,588.27	2,041.39	860.83
Capiz	29,197.31	15,640.59	5,952.55	4,715.89	1,630.00	1,258.28	1,600.68	16,567.35	2,082.34	3,880.14	4,281.33	785.47
Tarlac	27,857.40	11,289.67	8,547.30	4,519.10	1,570.00	1,931.33	2,180.00	14,571.02	2,965.52	3,275.55	3,402.85	1,462.46
Albay	20,606.68	15,396,68	3,125.00	1,625.00	250.00	210.00	----------	5,445.73	4,801.64	3,833.52	2,692.23	3,833.56
Isabela	19,960.21	3,491.50	7,416.71	7,274.00	710.00	1,068.00	----------	16,372.61	461.90	968.94	1,210.35	946.41
Sorsogon	19,476.40	10,380.64	5,025.60	2,562.20	175.00	1,332.96	1,585.90	8,054.04	2,303.78	1,831.13	4,681.88	1,019.67
Mountain	18,884.87	13.50	9,487.20	7,745.67	1,250.00	388.50	----------	18,501.37	----------	----------	383.50	----------
Antique	18,602.28	9,744.62	4,369.33	3,465.97	75.00	947.36	----------	13.756.64	1,490.37	1,659.25	1,316.56	379.46
Masbate	17,317.45	5,314.45	7,058.00	4,065.00	580.00	300.00	----------	12,484.64	713.97	1,100.65	2,468.31	549.88
Romblon	17,009.57	6,947.14	7,284.15	1,817.40	650.00	310.88	----------	10,637.15	2,167.90	2,121.53	956.62	1,126.37
Bataan	12,737.80	10,654.45	888.41	368.50	----------	826.44	475.00	7,063.79	1,941.28	1,615.54	1,435 85	206.34
Oriental Negros	12,237.60	955.65	6,863.25	3,745.20	668.00	5.50	----------	12,130.10	----------	----------	5.50	102.00

Cavite	12,070.72	9,450.72	464.00	1,525.00	----------	631.00	2,443.11	5,149.75	----------	70.00	4,007.86	400.00
Marinduque	11,232.22	3,901.52	912.00	1,044.70	4,840.00	534.00	1,701.68	8,042.30	436.30	573.91	277.14	200.89
Rizal	10,799.82	5,808.07	2,257.00	1,410.00	1,000.00	324.75	1,221.80	9,034.13	149.39	169.17	225.33	----------
Mindoro	10,398.97	3,968.97	4,690.00	1,330.00	100.00	310.00	330.00	8,362.00	448.26	501.82	726.50	30.39
Palawan	10,146.18	871.18	5,400.00	3,875.00	----------	----------	----------	9,575.00	----------	----------	86.17	485.01
Zamboanga	9,367.00	270.00	5,468.00	3,179.00	450.00	----------	270.00	9,097.00	----------	----------	----------	----------
Abra	9,185.87	4,847.16	2,296.39	1,786.50	192.00	63.82	117.50	5,019.75	749.56	1,506.69	668.42	1,123.95
Davao	8,545.00	1,855.00	3,041.00	3,349.00	200.00	100.00	----------	8,034.00	219.21	20.50	244.50	26.79
Agusan	7,325.30	1,824.30	2,926.00	1,830.00	720.00	25.00	476.90	6,781.66	----------	----------	2.70	64.04
Occidental Negros	6,217.27	3,171.66	1,540.70	613.50	535.00	356.41	949.00	3,254.54	1,005.90	764.40	240.24	3.19
Camarines Norte	5,939.00	56.00	3,421.00	1,250.00	630.00	582.00	----------	5,301.00	56.00	----------	582.00	----------
Surigao	5,355.79	310.00	2,673.87	1,252.40	1,112.60	6.92	100.00	5,245.79	10.00	----------	----------	----------
Bukidnon	5,297.00	93.00	2,844.00	2,210.00	----------	150.00	----------	5,014.00	14.08	57.70	203.25	7.97
Nueva Vizcaya	3,993.00	798.00	1,410.00	1,785.00	----------	----------	----------	3,595.00	151.90	124.72	42.35	79.03
Sulu	2,533.57	1,983.57	250.00	300.00	----------	----------	----------	1,792.50	----------	----------	----------	741.07
Lanao	2,153.71	----------	1,031.71	822.00	300.00	----------	----------	2,153.71	----------	----------	----------	----------
Cotabato	1,927.92	203.92	495.50	728.50	500.00	----------	----------	1,823.50	----------	100.00	4.42	----------
Total	1,326,237.98	646,819.92	355,557.91	216,495.40	65,886.80	41,477.95	103,717.52	800,293.41	101,695.39	102,240.85	98,500.06	119,790.75
C. L. A. S.[1]	4,565.40	4,565.40	----------	----------	----------	----------	----------	----------	1,518.24	2,943.02	104.14	----------
Grand total	1,330,803.38	651,385.32	355,557.91	216,495.40	65,886.80	41,477.95	103,717.52	800,293.41	103.213.63	105,183.87	98,604.20	119,790.75

[1] Central Luzon Agricultural School.

No. XXI.—*School Health Work*

A table showing, by divisions and for the Islands, statistics on health work in the public schools during the year 1925.

Division	Total Annual Enrolment December	Number of Pupils Vaccinated	Number of Pupils Examined	Percentage Examined of Those Enrolled	Percentage Treated of Those Examined	Percentage Cured of Those Treated	Number of Health Inspectors	Number of Pupils per Health Inspectors	Number of School Dispensaries	
									With Trained Nurses in Charge	With Teachers in Charge
Abra	7,364	5,198	2,152	29	7	27	24	307	-----	-----
Agusan	9,589	-----	8,573	89	12	47	-----	-----	-----	-----
Albay	28,685	3,719	28,685	100	6	-----	49	585	-----	-----
Antique	14,542	8,590	8,446	58	28	96	14	1,039	-----	-----
Bataan	6,371	3,699	2,761	43	22	80	16	398	-----	-----
Batanes	1,184	937	580	67	-----	-----	8	148	-----	10
Batangas	26,582	16,135	15,117	61	53	84	46	578	-----	-----
Bohol	43,027	3,265	12,881	30	12	-----	42	1,024	-----	-----
Bukidnon	4,905	2,667	1,628	33	71	-----	8	613	-----	8
Bulacan	32,546	26,013	26,631	82	48	85	72	452	-----	46
Cagayan	23,991	13,908	15,163	63	44	88	14	1,714	-----	-----
Camarines Norte	6,149	2,803	4,746	77	44	47	5	1,230	-----	-----
Camarines Sur	19,586	12,136	11,602	59	37	60	35	560	-----	-----
Capiz	27,944	17,699	16,934	61	60	94	54	517	-----	-----
Cavite	17,814	14,646	14,646	82	21	62	9	1,979	-----	-----
Cebu	69,319	45,125	30,364	44	-----	-----	79	877	1	-----
Cotabato	7,437	3,150	1,787	26	53	41	19	391	-----	17
Davao	8,700	1,417	1,204	34	43	58	10	870	-----	-----
Ilocos Norte	27,128	10,397	16,829	62	65	81	31	875	-----	24
Ilocos Sur	27,999	7,803	13,246	43	54	73	12	2,333	2	39
Iloilo	51,019	25,150	33,410	64	42	90	23	2,218	-----	27
Isabela	15,449	4,864	4,242	21	1	100	18	858	-----	-----
Laguna	29,824	16,964	22,098	74	15	90	57	523	-----	-----
Lanao	4,716	3,741	2,749	58	37	77	2	2,358	-----	54
Leyte	59,634	19,363	14,786	25	54	68	49	1,217	-----	-----
Manila	57,856	43,008	55,531	100	79	53	15	3,857	14	5
Marinduque	7,969	3,240	2,051	26	35	95	9	885	-----	-----
Masbate	7,813	5,851	5,869	75	25	82	14	558	1	-----
Mindoro	8,666	5,003	7,982	92	15	90	7	1,238	-----	-----
Misamis	27,591	19,839	12,448	45	32	45	33	836	-----	28

Mountain	15,873	6,167	8,503	72	23	52	35	454	1	4
Nueva Ecija	30,484	17,382	15,406	53	89	100	70	437	1	69
Nueva Vizcaya	4,172	3,669	1,936	46	17	17	4	1,043		
Occidental Negros	43,675	18,759	27,146	62	30	77	50	874		10
Oriental Negros	22,652	10,091	15,646	69	20	83	37	610	2	6
Palawan	7,312	1,164	2,327	38	43	89	11	665		18
Pampanga	27,904	16,843	19,847	71	85	100	64	436		
Pangasinan	59,541	48,325	49,642	83	15	84	25	2,382		
Rizal	23,511	18,499	14,256	62	57	78	43	547		
Romblon	7,436	4,628	1,611	22	4	98	14	531		
Samar	26,921	17,870	15,809	58	47	83	56	481		
Sorsogon	19,612	5,825	9,640	49	8	71	7	2,802	1	
Sulu	11,599	2,693	1,364	12	61	46	10	1,160		2
Surigao	15,565	4,895	4,353	36	15	90	6	2,594		25
Tarlac	22,345	11,413	17,499	78	46	66	56	399		4
Tayabas	33,003	10,737	17,580	53	23	93	79	418		
Union	25,892	10,936	17,659	69	28	64	40	647	1	
Zambales	12,142	5,590	7,002	57	33	71	18	675		
Zamboanga	12,345	5,478	8,698	71	15	50	5	2,469		2
Total	1,103,383	567,294	651,065	59	37	70	1,404	786	24	398
Central Luzon Agricultural School	744		440	59	100	100	3	248	1	
Philippine Nautical School	29									
Philippine Normal School	2,323	726	2,049	100			1	2,323		
Philippine School of Arts and Trades	767	552	565	74	14		3	256	1	
Grand total	1,107,246	568,572	654,119	59	37	70	1,411	785	26	398

No. XXII.—*Junior Red Cross Activities* [a]

A table showing, by divisions and for the Islands, the statistics of memberships, contributions, dentists, dental examinations and dental treatments in the public schools for the year 1925.

Division	Schools Enrolled in Junior Red Cross	Estimated Number		Contributions to Junior Red Cross	Dental Service		
		Junior Red Cross Memberships	Pupils Contributing		Dentists	Number Inspected	Prophylactic Treatments
Abra	86	7,052	5,368	₱1,610.40	1	2,269	1,435
Agusan	81	9,181	[b]4,503	2,600.44	1	1,272	1,262
Albay	176	28,414	20,450	3,251.10	1	2,824	2,633
Antique	66	12,475	[c]	2,392.20	1	3,192	3,106
Bataan	32	6,419	2,216	670.20	---	---	---
Batanes	7	1,146	598	179.73	---	---	---
Batangas	7	4,410	2,176	819.60	2	6,783	3,442
Bohol	90	27,222	19,281	5,787.54	3	10,459	9,989
Bukidnon	58	5,212	1,485	330.13	---	---	---
Bulacan	119	22,140	[b]7,376	6,713.46	2	9,731	9,647
Cagayan	181	23,265	16,971	3,437.76	1	2,383	2,353
Camarines Norte	10	5,219	4,908	1,477.74	1	2,151	1,012
Camarines Sur	133	19,486	19,179	5,864.60	2	7,764	6,848
Capiz	150	26,580	18,562	5,667.86	2	9,475	6,587
Cavite	44	18,296	5,266	1,353.57	1	1,088	990
Cebu	136	67,450	[b]24,020	19,269.30	6	28,567	25,821
Cotabato	45	3,814	1,222	380.60	---	---	---
Davao	84	6,799	471	180.00	---	---	---
Ilocos Norte	50	24,964	19,860	5,957.94	2	7,696	6,765
Ilocos Sur	197	28,928	23,502	7,179.24	2	10,885	10,272
Iloilo	183	53,806	[b]20,577	10,077.45	4	10,673	9,900
Isabela	95	14,540	[c]	645.60	1	2,046	1,903
Laguna	60	27,850	21,023	6,321.93	1	2,685	2,134
Lanao	75	6,221	2,077	877.46	---	---	---
Leyte	267	74,349	32,037	8,896.27	2	7,865	5,063
Manila	48	57,629	53,124	14,557.56	7	8,727	4,180
Marinduque	7	7,729	7,473	2,243.48	1	4,280	3,306
Masbate	50	7,728	7,336	2,470.22	1	1,082	1,038
Mindoro	28	5,331	[b]1,788	862.78	1	288	259
Misamis	174	27,260	22,220	8,135.45	3	9,381	8,330
Mountain	127	13,447	3,674	1,010.53	---	---	---
Nueva Ecija	176	40,237	[c]	6,347.07	1	2,845	2,845
Nueva Vizcaya[d]	---	---	---	---	---	---	---
Occidental Negros	65	42,575	37,085	9,881.08	3	12,840	11,949
Oriental Negros	27	22,523	[c]	1,833.44	1	2,822	1,582
Palawan	36	3,821	[c]	172.22	---	---	---
Pampanga	134	27,472	19,024	5,738.40	2	5,106	4,767
Pangasinan	119	58,421	55,834	17,104.89	6	20,788	19,925
Rizal	76	25,882	14,770	4,532.79	2	6,147	5,818
Romblon	63	7,060	5,994	1,819.07	1	1,375	1,282
Samar	229	25,800	14,406	4,323.17	1	6,068	5,371
Sorsogon	80	16,912	6,445	1,981.62	---	---	---
Sulu	6	1,424	270	99.00	---	---	---
Surigao	113	14,415	[b]5,325	3,439.76	1	2,987	1,676
Tarlac	144	21,706	20,565	3,783.11	1	3,591	3,071

[a] Figures furnished by the Secretary of the Junior Red Cross, Philippine Chapter.

[b] Incomplete—some enrolment cards lacked figures.

[c] No figures reported.

[d] No roll call held in this province.

Figures in columns 2 and 3 are obtained from the Junior Red Cross enrolment cards. The principal of the schools inscribes the card with the following: Figures of enrolment: Number contributing; Amount contributed.

Lanao was supplied with Junior Red Cross First Aid Emergency medicines for school cabinets amounting to ₱716.59.

Palawan received a similar supply costing ₱328.88.

No. XXII.—*Junior Red Cross Activities* [a]—Continued

Division	Schools Enrolled in Junior Red Cross	Estimated Number		Contributions to Junior Red Cross	Dental Service		
		Junior Red Cross Memberships	Pupils Contributing		Dentists	Number Inspected	Prophylactic Treatments
Tayabas	29	31, 991	15, 201	4, 560. 30	2	6, 348	5, 858
Union	90	24, 915	13, 298	3, 294. 43	1	4, 385	4, 346
Zambales	56	11, 904	11, 193	3, 380. 53	2	4, 625	3, 541
Zamboanga	56	7, 696	4, 592	1, 951. 82			
Total	4, 365	1, 029, 116	592, 745	205, 464. 79	73	233, 493	200, 306
Central Luzon Agricultural School	1	731	1, 064	219. 30		90	90
Philippine Normal School	1	1, 483	1, 047	314. 10		155	93
Grand total	4, 367	1, 031, 330	594, 856	205, 998. 19	73	233, 738	300, 489

[a] Figures furnished by the Secretary of the Junior Red Cross, Philippine Chapter.

Figures in columns 2 and 3 are obtained from the Junior Red Cross enrolment cards. The principal of the school inscribes the card with the following: Figures of enrolment: Number contributing; Amount contributed.

Lanao was supplied with Junior Red Cross First Aid Emergency medicines for school cabinets amounting to ₱716.59.

Palawan received a similar supply costing ₱328.88.

No. XXIII.—*School Sites*

A table showing, by divisions and for the Islands, for the year 1925, the number of standard school sites, their classification, and the manner by which they were acquired.

Division	Number of Standard School Sites					Estimated Value of Standard Sites				How Acquired		
	Insular and Provincial	Municipal			Total	Insular and Provincial	Municipal		Total	By Donation	By Purchase	Reservation
		Central (Minimum 1 Hectare)	Barrio (Minimum ½ Hectare)	Total			Central	Barrio				
Abra	3	14	38	52	55	₱47,150.00	₱2,655.00	₱3,830.00	₱53,635.00	33	17	5
Agusan	31	2	23	25	56	51,900.00	680.00	11,100.00	63,680.00	16	2	38
Albay	3	16	53	69	72	12,169.52	21,540.00	13,147.60	46,857.12	25	34	13
Antique	1	7	22	29	30	500.00	4,300.00	5,845.00	10,645.00	17	9	4
Bataan		9	9	18	18		8,860.00	7,300.00	16,160.00	6	9	3
Batanes	1	2	2	4	5	3,875.00	4,100.00	500.00	8,475.00	1		4
Batangas	1	20	63	83	84	7,000.00	32,136.50	27,636.25	66,772.75	65	19	
Bohol	2	27	119	146	148	9,500.00	11,597.44	26,280.89	47,378.33	73	73	2
Bukidnon	3	3	6	9	12	14,180.00	2,000.00	6,900.00	23,080.00		1	11
Bulacan		24	58	82	82		57,607.28	28,331.66	85,938.94	50	32	
Cagayan	3	18	139	157	160	8,210.00	43,327.00	28,678.36	80,215.36	114	19	27
Camarines Norte		8	18	26	26		8,100.00	2,795.00	10,895.00	22	3	1
Camarines Sur	1	24	90	114	115	8,200.00	28,371.00	18,645.50	55,216.50	88	23	4
Capiz	2	25	159	184	186	15,500.00	19,894.88	40,231.52	75,626.40	158	17	11
Cavite	1	15	25	40	41	1,425.00	55,220.00	21,804.00	78,449.00	22	19	
Cebu	1	37	187	224	225	112,725.00	42,084.14	65,809.40	220,618.54	164	51	10
Cotabato	1	18	86	104	105	10,000.00	91,540.00	131,752.00	233,292.00	7	4	94
Davao		8	59	67	67		9,420.00	22,569.28	31,989.28	14	4	49
Ilocos Norte	2	11	103	114	116	13,350.00	21,285.10	43,363.16	77,998.26	91	21	4
Ilocos Sur		19	152	171	171		26,270.06	43,191.65	69,461.71	129	34	8
Iloilo	3	31	217	248	251	73,021.18	112,442.91	144,030.99	329,495.08	214	24	13
Isabela	2	16	53	69	71	3,000.00	7,800.00	14,295.00	25,095.00	28	10	33
Laguna	1	19	31	50	51	24,000.00	103,600.00	30,003.45	157,603.45	21	30	
Lanao	8	23	54	77	85	12,700.00	8,188.33	13,433.00	34,321.33	8	45	32
Leyte	1	31	219	250	251	10,000.00	25,985.00	56,600.00	92,585.00	185	49	17
Manila	1	31		31	32	35,000.00	1,857,938.32		1,892,938.32	8	21	3
Marinduque	1	5	35	40	41	9,090.00	7,769.00	9,170.00	26,029.00	18	20	3
Masbate	1	5	46	51	52	500.00	900.00	6,432.00	7,832.00	44	3	5

Mindoro	1	8	34	42	43	1,200.00	1,880.00	6,856.51	9,936.51	31	5	7
Misamis	1	11	74	85	86	9,000.00	30,960.00	50,939.00	90,899.00	72	10	4
Mountain	5	5	2	7	12	60,929.85	2,300.00	1,200.00	64,429.85	----------	----------	12
Nueva Ecija	2	17	108	125	127	1,674.58	24,904.92	39,559.00	66,138.50	80	14	33
Nueva Vizcaya	4	14	30	44	48	17,600.00	13,800.00	5,710.00	37,110.00	----------	3	45
Occidental Negros	1	25	89	114	115	11,910.00	73,143.85	88,787.12	173,840.97	51	22	42
Oriental Negros	1	14	30	44	45	15,250.00	30,144.10	5,547.50	50,941.60	22	5	18
Palawan	2	4	7	11	13	12,500.00	1,623.12	687.51	14,810.63	3	1	9
Pampanga	3	16	67	83	86	161,748.00	44,237.22	35,138.60	241,123.82	65	19	2
Pangasinan	4	49	349	398	402	36,410.00	142,769.72	123,639.54	302,819.26	308	69	25
Rizal	2	15	20	35	37	55,260.80	100,487.70	166,793.60	322,542.10	13	19	5
Romblon	----------	9	49	58	58	----------	63,701.30	22,457.00	86,158.30	41	2	15
Samar	2	39	106	145	147	27,000.00	28,665.00	18,752.36	74,417.36	122	22	3
Sorsogon	1	12	72	84	85	68,310.00	24,360.00	12,110.00	104,780.00	49	35	1
Sulu	----------	12	70	82	82	----------	5,507.09	12,479.23	17,986.32	1	11	70
Surigao	1	20	50	70	71	24,725.00	44,571.65	81,701.40	150,998.05	43	4	24
Tarlac	1	17	28	45	46	15,750.00	51,672.31	12,077.34	79,499.65	27	15	4
Tayabas	1	20	5	25	26	22,048.97	32,163.82	480.00	54,692.79	8	14	4
Union	1	12	57	69	70	6,411.60	20,083.20	14,862.60	41,357.40	27	34	9
Zambales	3	16	41	57	60	6,800.00	15,816.60	8,894.00	31,510.60	36	17	7
Zamboanga	2	13	68	81	83	47,503.90	9,485.70	23,922.37	80,911.97	20	13	50
Total	112	816	3,422	4,238	4,350	1,085,028.40	3,377,889.26	1,556,270.39	6,019,188.05	2,640	927	783
Camarines Agricultural School	1	----------	----------	----------	1	16,802.89	----------	----------	16,802.89	----------	1	----------
Central Luzon Agricultural School	1	----------	----------	----------	1	259,942.34	----------	----------	259,942.34	----------	----------	1
Philippine Nautical School	1	----------	----------	----------	1	101,090.00	----------	----------	101,090.00	----------	1	----------
Philippine Normal School	1	----------	----------	----------	1	229,397.83	----------	----------	229,397.83	----------	----------	1
Phiiippine School of Arts and Trades	1	----------	----------	----------	1	216,426.74	----------	----------	216,426,74	----------	----------	1
Grand total	117	816	3,422	4,238	4,355	1,908,688.20	3,377,889.26	1,556,270,39	6,842,847.85	2,640	929	786

No. XXIV.—*Permanent and Semi-permanent Buildings*

A table showing, by divisions and for the Islands, the number and the cost of permanent and semi-permanent school buildings of standard and of special plan, owned by Insular, provincial, and municipal governments (December 31, 1925).

Division	Standard Plan								
	Permanent (Concrete)			Semi-permanent (Wooden Construction)			Total		
	Buildings	Rooms	Cost	Buildings	Rooms	Cost	Buildings	Rooms	Cost
Abra	7	32	₱174, 291. 43	1	2	₱5, 000. 00	8	34	₱179, 291. 43
Agusan	2	18	89, 017. 75	3	8	14, 321. 26	5	26	103, 339. 01
Albay	33	150	510, 369. 27	4	20	35, 454. 36	37	170	545, 823. 63
Antique	6	39	119, 225. 21				6	39	119, 225. 21
Bataan	5	38	169, 787. 95	11	41	42, 798. 71	16	79	212, 586. 66
Batanes									
Batangas	26	147	493, 869. 88	12	46	117, 113. 54	38	193	610, 983. 42
Bohol	19	113	352, 196. 04	5	38	56, 213. 46	24	151	408, 409. 50
Bukidnon				2	6	10, 313. 10	2	6	10, 313. 10
Bulacan	21	132	407, 008. 06	11	56	168, 008. 19	32	188	575, 016. 25
Cagayan	10	75	384, 441. 49				10	75	384, 441. 49
Camarines Norte	3	14	40, 030. 54	1	7	20, 309. 98	4	21	60, 340. 52
Camarines Sur	15	72	208, 516. 98	4	25	59, 517. 74	19	97	268, 034. 72
Capiz	11	67	353, 954. 06	3	15	33, 665. 29	14	82	387, 619. 35
Cavite	19	83	318, 759. 17	6	20	44, 276. 62	25	103	363, 035. 79
Cebu	32	234	925, 112. 54	1	4	12, 499. 21	33	238	937, 611. 75
Cotabato				10	36	61, 424. 36	10	36	61, 424. 36
Davao	2	19	106, 809. 10	6	17	53, 850. 40	8	36	160, 659. 50
Ilocos Norte	17	75	210, 357. 32	2	18	57, 966. 41	19	93	268, 323. 73
Ilocos Sur	16	82	229, 625. 15				16	82	229, 625. 15
Iloilo	19	117	362, 452. 90	7	46	85, 951. 64	26	163	448, 404. 54
Isabela	6	52	259, 229. 80	2	10	45, 837. 48	8	62	305, 067. 28
Laguna	19	209	678, 949. 47	3	7	12, 297. 89	22	216	691, 247. 36
Lanao	2	9	26, 248. 57	4	16	24, 362. 73	6	25	50, 611. 30
Leyte	42	176	513, 577. 11	7	29	33, 134. 70	49	205	546, 711. 81
Manila	7	147	825, 731. 13				7	147	825, 731. 13
Marinduque	6	43	152, 864. 78	3	6	14, 222. 56	9	49	167, 087. 34
Masbate	8	35	87, 254. 18	2	8	15, 789. 08	10	43	103, 043. 26
Mindoro	5	24	122, 822. 26				5	24	122, 822. 26
Misamis	12	80	284, 113. 01	10	44	46, 110. 76	22	124	330, 233. 77

Mountain				2	11	20,166.69	2	11	20,166.69
Nueva Ecija	15	68	157,011.11	8	41	82,529.59	23	109	239,540.70
Nueva Vizcaya	4	22	37,132.62	1	4	22,338.99	5	26	59,471.61
Occidental Negros	20	134	429,297.85	28	127	340,778.91	48	261	770,076.76
Oriental Negros	9	67	266,083.22	2	8	26,093.46	11	75	292,176.68
Palawan				3	9	26,053.19	3	9	26,053.19
Pampanga	19	137	432,020.89	10	28	52,012.75	29	165	484,033.64
Pangasinan	37	297	952,568.32	2	20	45,159.15	39	317	997,727.47
Rizal	15	98	383,186.10	6	19	35,472.31	21	117	418,658.41
Romblon	4	22	49,925.78	5	20	54,438.58	9	42	104,364.36
Samar	22	142	464,756.99	5	19	37,828.73	27	161	502,585.72
Sorsogon	13	60	143,409.69	2	9	20,283.13	15	69	163,692.82
Sulu	2	17	73,902.78	1	2	12,681.78	3	19	86,584.56
Surigao	7	28	103,245.83	4	26	73,724.71	11	54	176,970.54
Tarlac	31	134	500,378.94	5	20	42,311.85	36	154	542,690.79
Tayabas	23	189	646,206.89	3	14	22,395.09	26	203	668,601.98
Union	8	67	188,462.97	3	22	53,951.33	11	89	242,414.30
Zambales	6	38	95,917.56	6	42	104,968.69	12	80	200,886.25
Zamboanga	4	21	153,477.32	3	10	28,503.15	7	31	181,980.47
Total	609	3,823	13,483,600.01	219	976	2,172,131.55	828	4,799	15,655,731.56
Camarines Agricultural School									
Central Luzon Agricultural School				2	12	6,999.40	2	12	6,999.40
Philippine Nautical School	1	13	60,086.42				1	13	60,086.42
Philippine Normal School									
Philippine School of Arts and Trades									
Grand Total	610	3,836	13,543,686.43	221	988	2,179,130.95	831	4,824	15,722,817.38

No. XXIV.—*Permanent and Semi-permanent Buildings*—Continued

Division	Special Plan									Grand Total		
	Permanent (Concrete)			Semi-permanent (Wooden Construction)			Total					
	Buildings	Rooms	Cost	Buildings	Rooms	Cost	Buildings	Rooms	Cost	Buildings	Rooms	Cost
Abra	2	12	₱9,000.00	8	21	₱8,077.00	10	33	₱17,077.00	18	67	₱196,368.43
Agusan				19	64	99,910.93	19	64	99,910.93	24	90	203,249.94
Albay	6	36	87,885.68	12	55	58,127.45	18	91	146,013.13	55	261	691,836.76
Antique	3	15	10,700.00	8	31	17,810.89	11	46	28,510.89	17	85	147,736.10
Bataan	2	21	23,576.41	17	72	41,559.55	19	93	65,135.96	35	172	277,722.62
Batanes	3	6	8,559.91	2	7	3,500.00	5	13	12,059.91	5	13	12,059.91
Batangas	10	66	132,318.32	31	123	121,723.46	41	189	254,041.78	79	382	865,025.20
Bohol	11	42	48,733.85	42	168	99,041.85	53	210	147,775.70	77	361	556,185.20
Bukidnon				3	22	24,028.26	3	22	24,028.26	5	28	34,341.36
Bulacan	2	14	49,600.00	61	175	178,227.77	63	189	227,827.77	95	377	802,844.02
Cagayan	3	14	48,355.90	6	40	34,639.00	9	54	82,994.90	19	129	467,436.39
Camarines Norte	1	2	4,769.20	9	28	28,322.02	10	30	33,091.22	14	51	93,431.74
Camarines Sur	4	21	73,197.79	28	71	96,435.46	32	92	169,633.25	51	189	437,667.97
Capiz	10	31	38,334.75	16	62	44,779.27	26	93	83,114.02	40	175	470,733.37
Cavite	5	42	83,220.84	17	63	41,394.04	22	105	124,614.88	47	208	487,650.67
Cebu	11	73	130,124.36	31	103	120,284.14	42	176	250,408.50	75	414	1,188,020.25
Cotabato	1	6	1,500.00	13	53	77,159.60	14	59	78,659.60	24	95	140,083.96
Davao				12	29	31,151.36	12	29	31,151.36	20	65	191,810.86
Ilocos Norte	16	108	597,037.16	16	64	50,015.47	32	172	647,052.63	51	265	915,376.36
Ilocos Sur	29	130	140,377.89	14	62	61,285.46	43	192	201,663.35	59	274	431,288.50
Iloilo	19	124	519,317.90	37	154	188,675.85	56	278	707,993.75	82	441	1,156,398.29
Isabela				13	38	53,720.04	13	38	53,720.04	21	100	358,787.32
Laguna	8	40	78,343.01	44	183	222,172.84	52	223	300,515.85	74	439	991,763.21
Lanao	1	1	1,443.51	22	58	46,540.80	23	59	47,984.31	29	84	98,595.61
Leyte	7	27	84,606.34	136	362	506,913.66	143	389	591,520.00	192	594	1,138,231.81
Manila	18	275	1,182,135.04	20	258	1,237,809.15	38	533	2,419,944.19	45	680	3,245,675.32
Marinduque	3	16	15,680.00	11	28	31,093,65	14	44	46,773.65	23	93	213,860.99
Masbate				7	27	24,289.71	7	27	24,289.72	17	70	127,332,97
Mindoro				13	36	47,917.09	13	36	47,917.09	18	60	170,739.35
Misamis	1	5	15,000.00	37	140	114,360.21	38	145	129,360.21	60	269	459,683.98
Mountain	6	52	139,944.83	34	134	131,447.48	40	186	271,392.31	42	197	291,559.00
Nueva Ecija	2	18	6,150.00	37	142	143,528.54	39	160	149,678.54	62	269	389,219.24

Nueva Vizcaya	1	10	34,938.06	19	60	60,734.87	20	70	95,672.93	25	96	155,144.54
Occidental Negros	6	17	52,833.17	36	151	203,517.98	42	168	256,351.15	90	429	1,026,427.91
Oriental Negros	7	33	62,013.29	12	38	32,373.73	19	71	74,387.02	30	146	386,563.70
Palawan				12	43	53,319.92	12	43	53,319.92	15	52	79,373.11
Pampanga	3	24	55,314.61	46	162	241,456.88	49	186	296,771.49	78	351	780,805.13
Pangasinan	11	61	138,530.61	53	261	388,822.71	64	322	522,353.32	103	639	1,520,080.79
Rizal	9	64	48,105.73	29	115	99,974.76	38	179	148,080.49	59	296	566,738.90
Romblon	1	12	13,000.00	14	59	51,777.18	15	71	64,777.18	24	113	169,141.54
Samar	2	12	12,378.15	34	116	129,922.55	36	128	142,300.70	63	289	644,886.42
Sorsogon	3	32	192,370.32	3	12	15,260.99	6	44	207.631.31	21	113	371,324.13
Sulu				24	109	149,023.16	24	109	149,023.16	27	128	235,607.72
Surigao				26	76	116,382.16	26	76	116,382.16	37	130	293,352.70
Tarlac	1	6	4,000.00	10	32	42,292.01	11	38	46,292.01	47	192	588,982.80
Tayabas	4	47	108,281.41	24	128	119,901.54	28	175	228,182.95	54	378	896,784.93
Union	9	85	98,848.55	13	78	56,934.20	22	163	155,782.75	33	252	398,197.05
Zambales				19	84	68,742.23	19	84	68,742.23	31	164	269,628.48
Zamboanga	2	33	447,180.25	68	154	138,883.12	70	187	586,063.37	77	218	768,043.84
Total	243	1,633	4,797,706.84	1,218	4,551	5,950,261.99	1,461	6,184	10,747,968.83	2,289	10,983	26,403.700.39
Camarines Agricultural School				6	18	52,667.44	6	18	52,667.44	6	18	52,667.44
Central Luzon Agricultural School	7	31	126,355.85	12	58	92,167.72	19	89	218,523.57	21	101	225,522.97
Philippine Nautical School										1	13	60,086.42
Philippine Normal School	2	112	755,741.26				2	112	755,741.26	2	112	755,741.26
Philippine School of Arts and Trades	2	14	221,793.66				2	14	221,793.66	2	14	221,793.66
Grand total	254	1,790	5,901,597.61	1,236	4,627	6,095,097.15	1,490	6,417	11,996,694.76	2,321	11,241	27,719,512.14

In the present table, school buildings have been reclassified into permanent and semi-permanent either standard or of special plan. Temporary buildings are no longer included or carried in the totals.

No. XXV.—*Insular Funds for School-Building Construction* [1]

A table showing, by divisions and for the Islands, the Insular funds released during the calendar year, 1925, and used for the construction of municipal and provincial school buildings.

Division	Municipal School Buildings	Provincial School Buildings	Total for All School Buildings
Abra	₱4,000.00		₱4,000.00
Agusan			
Albay	15,000.00	₱25,000.00	40,000.00
Antique	2,500.00		2,500.00
Bataan	9,000.00		9,000.00
Batanes			
Batangas	8,500.00		8,500.00
Bohol	5,000.00		5,000.00
Bukidnon			
Bulacan	3,000.00		3,000.00
Cagayan			
Camarines Norte			
Camarines Sur	8,150.00		8,150.00
Capiz	21,000.00		21,000.00
Cavite	24,000.00		24,000.00
Cebu	22,350.00		22,350.00
Cotabato			
Davao			
Ilocos Norte	18,570.00		18,570.00
Ilocos Sur	9,500.00		9,500.00
Iloilo	23,500.00	75,000.00	98,500.00
Isabela	3,000.00	3,500.00	6,500.00
Laguna	6,600.00		6,600.00
Lanao			
Leyte	12,000.00		12,000.00
Manila			
Marinduque	3,000.00		3,000.00
Masbate			
Mindoro	14,000.00		14,000.00
Misamis	6,500.00		6,500.00
Mountain			
Nueva Ecija			
Nueva Vizcaya			
Occidental Negros			
Oriental Negros	8,000.00		8,000.00
Palawan			
Pampanga			
Pangasinan	13,000.00		13,000.00
Rizal	9,000.00		9,000.00
Romblon	7,100.00		7,100.00
Samar	7,950.00		7,950.00
Sorsogon	2,000.00	15,000.00	17,000.00
Sulu			
Surigao	4,000.00		4,000.00
Tarlac			
Tayabas	10,250.00		10,250.00
Union	12,000.00		12,000.00
Zambales	18,000.00		18,000.00
Zamboanga			
Total	310,470.00	118,500.00	428,970.00
Central Luzon Agricultural School		50,000.00	50,000.00
Philippine Nautical School			
Philippine Normal School			
Philippine School of Arts and Trades			
Grand total	310,470.00	168,500.00	478,970.00

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[1] No aid was received for Insular School Buildings.

No. XXVI.—*Insular, Provincial, and Municipal Expenditures for the Philippine Public Schools from 1912 to 1925*

Year	Insular	Provincial[e]	Municipal[e]	Total
1911-12[a]	₱4,254,522.34	₱277,272.43	₱2,211,091.36	₱6,742,886.13
1912-13[b]	4,470,870.95	386,421.10	2,455,660.18	7,312,952.23
1913 (6 months)[c]	2,792,873.57	----------	----------	2,792,873.57
1914	4,589,733.99	472,538.29	2,303,304.34	7,365,576.62
1915	4,905,296.16	443,166.96	2,164,813.69	7,513,276.81
1916	4,707,715.98	463,843.76	2,394,787.79	7,566,347.53
1917	5,176,788.42	431,018.20	3,614,514.70	9,222,321.32
1918	6,067,277.33	715,614.63	4,098,808.01	10,881,699.97
1919	10,087,449.92	468,124.58	3,715,552.05	14,271,126.55
1920	12,802,247.83	1,050,492.28	4,358,799.59	18,211,539.70
1921	14,313,825.35	3,278,606.40	4,709,286.54	22,301,718.29
1922	14,884,237.76	2,463,632.87	4,721,068.95	22,068,939.58
1923	14,440,716.69	2,657,264.74	5,104,551.06	22,202,532.49
1924	15,307,445.76	2,909,016.32	6,313,078.47	24,529,540.55
1925[d]	15,275,846.65	----------	----------	15,275,846.65
Total	134,076,848.70	16,017,012.56	48,165,316.73	198,259,177.99

[a] July 1, 1911, to June 30, 1912.
[b] July 1, 1912, to June 30, 1913.
[c] July 1, 1913, to December 31, 1913.
[d] Data for provincial and municipal expenditures for 1925 not available.
[e] Does not include aid from the Insular Government.

No. XXVII.—*Insular Expenditures for Philippine Public Schools for the Calendar Year, 1925*

Purpose	Amount	Percentage of total
Salaries:		
Teachers and principals	₱2,375,144.03	15.55
Directors, superintendents, supervisors, and clerks	1,454,836.75	9.52
Aid to provinces and municipalities	[a] 9,376,354.00	61.38
Outlay	21,540.18	.14
Supplies and materials	1,204,910.81	7.89
Travel	394,722.55	2.59
Other expenses	448,338.33	2.93
Total	15,275,846.65	100.00

[a] Includes ₱432,055 for outlay, the remainder having been expended mainly for salaries of teachers.

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